

CHAPTER I

INTRODUCTION

A. Background of the Problem

Video animation has developed rapidly along with increasingly rapid advances in digital technology. In recent decades, video animation has become not only entertainment but also a very powerful tool in various fields such as education, advertising, and visual communication. Animation is a technique that allows still images or objects to come to life through movement created systematically and sequentially, thus creating the illusion of movement. Previously, animation was often done manually, but with the advent of computer software, creating video animations is now faster and more efficient. Along with the development of educational technology, the use of more interesting and interactive learning media is increasingly being introduced, one of which is video animation. Video animation offers a more visual and dynamic learning experience, which can help students understand the material in a more enjoyable and easy-to-digest way. In the context of listening comprehension learning, video animation can provide visual stimulation that supports an in-depth understanding of the audio material presented. Additionally, video animations often present more vivid stories, characters, and situations, which can motivate students to be more focused and engaged in learning.

Listening is one of the core skills in English, just like reading, writing, and speaking. Listening is very useful in everyday life, as we can watch videos in English and have direct conversations with native speakers using English. Feyten (Abdulrahman, Basalamah & Widodo, 2018) state that in communication, more than 45% of listening is used, which clearly shows the importance of these skills in the language. They will have a different perception of the speaker if they cannot understand what the speaker says. The purpose of listening is to recognize and understand the meaning of the content in something automatic conditions (Nadhianty & Purnomo, 2020). However, students face many difficulties, especially in Indonesia. English in Indonesia is a foreign language.

According to Bingol et al. (Gilakjani, Savor 2016), students face many listening problems. Some problems are the quality of recorded materials, cultural differences, accents, unfamiliar vocabulary, and length and speed of listening. Many factors make it difficult for students to listen, especially in learning English. One factor is the teacher teaching method, which is considered too monotonous and lacks innovation when delivering listening material. Also, the media teachers use is very monotonous, which can cause boredom in students. In Indonesia, Junior High School English instruction focuses less on listening activities, as most English textbooks are printed and lack audio resources (Haloho et al., 2022). Another problem is that 8th-grade students at MTsN Padang Panjang do not have enough time

to practice listening and the lack of varied teaching methods being implemented.

In the context of English teaching, teachers have the opportunity to update their strategies and incorporate various learning tools to enhance the learning process. One effective approach is using animation videos and other relevant learning tools. To solve a student's problem, video animation is used as a medium to teach listening, and it is widely applied in most communicative English classrooms. Today, video animations are trendy, and there are many videos that we can easily find on the Internet. According to Furoidah (Khumairah, prompt, Sultan, 2023), a learning medium with a combination of video, audio, text, and image elements that serves as instructional material providing information in learning material is known as animation video media.

The choice of animation videos is based on the understanding that they are characterized by vibrant colors, dynamic movements, and simplified messages that are easily comprehensible for students. Additionally, the relatively shorter duration, diverse sounds, and stimulating elements within animation videos are particularly appealing to capture students' interest and (Mann et al., 2020)

Learning would not get monotonous for the students because the video was a very engaging medium providing audio and visual content that might interest them. When teaching listening, teachers should take animation videos into account. Watching animation videos with visuals and

audio made the story easier for students to understand. Students were able to perceive and comprehend the context of the text or story being delivered through the use of animated video.

This research was seen by Ahmadi (2024) this thesis about the effect of using animation movies on students' listening skill in narrative text at State Senior High School 3 Pekanbaru. The study concluded Based on data analysis of Wilcoxon formula. The sig value of Asymp. Sig (2-tailed) 0.000. it could be stated that $0.000 > 0.05$, the value of 0.000 is lower than 0.05, it means the null hypothesis (H_0) is rejected. While the alternative hypothesis (H_a) is accepted. So it can be concluded there is a significant difference in students' listening skill in narrative text before and after being taught using animation movies.

The second from Silmi's (2023) thesis is about Improving students' listening skill by using animation video at the ninth grade of SMPN 3 palopo. The result of the research was that the average post-test scores were higher than the student's pre-test scores ($38.21 < 82.50$). The value of the (T-count) is 15.609 with the df (degree of freedom) value of 27. While the (T-table) sig (2-tailed) = 0.000 is smaller than 0,05 (standards of significant level). This means the value of the t-count is higher than the value of the t-table. The study's alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected. Then, the researcher concluded that video animation can improve students' listening ability.

This research needed to do so that students' listening comprehension can improve and teachers can also use various methods to improve students' proficiency in English, especially in listening comprehension. One of the methods is by using animation videos in the learning process. It is hoped that the use of animation videos in learning would improve the effectiveness of learning English, especially in terms of listening. Therefore, the researcher would like to conduct “ The Effectiveness Of Animation Video On Students' Listening Comprehension Of Obligation And Prohibition Material In Eighth Grade At MTsN Padang Panjang”.

B. Identification of the Problem

Based on the explanation above, the researcher identified the problem as follows:

- a) Some students do not find learning English material enjoyable.
- b) Some students struggle to comprehend the messages they hear.
- c) The teacher teaching method which is considered to be too monotonous

C. Limitation of the Problem

This research was focused on finding out the effectiveness of Animation Video Media on Listening Comprehension

D. Formulation of the problem

The main problem that occurs in this study as follows: Is animation video effective on students' listening comprehension?

E. Purpose of the Problem

Based on the research question above the purpose of the study is to find out the effectiveness of animation video on students' listening comprehension of obligation and prohibition material in eighth grade at MTsN Padang Panjang.

F. Significance of the Study

The outcome of this study is anticipated to make a significant contribution, both theoretically and practically.

a) Theoretically

The findings of this study are expected to align with and enhance previous theories regarding the integration of social media in English teaching and learning.

b) Practically

The research expects its findings to be beneficial in the following ways:

1. For Teachers

It will provide additional insights into using animation video as a medium for teaching English listening comprehension, potentially enhancing the quality of English language instruction provided by teachers.

2. For Students

By utilizing animation video as a learning medium, students can enhance their English language knowledge, motivation, and interest through videos, accessible anytime and anywhere, without the need for face-to-face classroom interaction.

3. For Researchers

This study will serve as a valuable lesson in understanding the role of animation in the English learning process and developing students' listening comprehension through animation video.

G. Definition of Key Terms

1. Listening

According to Nunan (2003), listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive. In learning a language, listening is a basic language skill that is fundamental to effective communication. It is the ability to accurately receive and interpret messages in the communication process that helps language learners acquire word stress, pronunciation, vocabulary and comprehend the message

2. Animation Video

According to Heinich, Molenda, & Russell (1982), animation is a technique in which the filmmaker gives motion to otherwise inanimate objects. Videos are becoming an increasingly popular tool in English language teaching. Films, videos, and cartoons can be used in listening activities in EFL classes

Video animation is used to illustrate the movement of an object allowing a fixed or static object to move and look as if it is alive. In this thesis, the researcher the animation video refers to using a short animation video as one of the animation video choosen.