

CHAPTER I

INTRODUCTION

1.1 Background of Study

Listening skills are one of the most complex skills in language learning, including English, because it involves the process of understanding and analyzing language input in real-time. Listening is not just about hearing what other speakers are saying, it is the process of understanding and getting meaning from what others are saying.¹ The listening process includes several important components, such as the ability to recognize sounds and words, relate them to existing knowledge, and interpret meaning based on context. Learning to listen will help in improving other targeted skills significantly. People demand to hear some type of English over and over again and continuously if they want to communicate appropriately, meaningfully, and naturally.² This requires the listener to have good phonological and lexical awareness, as well as the skill of making predictions based on common language patterns.

Nemtchinova stated that listening is an essential part of everyday communication in any language. It accounts for half of verbal activity and

¹ and Winny Agustia Riznanda Putri Ayu Lestari, Renny Kurniasari, "Analysing Teacher's Difficulties in Teaching Listening Comprehension," *Pharmacognosy Magazine* 75, no. 17 (2021): 399–405.

² Fadila Latupono and Renata Nikijuluw, "The Importance of Teaching Listening Strategies in English Language Context," *MATAI: International Journal of Language Education* 3, no. 1 (2022): 1–12.

plays an important role in educational, professional, social, and personal situations. It is also a complex activity that requires different types of knowledge and processes that interact with each other³. Listening skills are increasingly challenging because of the diversity of dialects and accents in different English-speaking countries, including students' cultural backgrounds and mother tongue can affect the way they understand accents and intonations in English, requiring a more inclusive approach to teaching⁴. Effective listening skills require continuous practice and positioning listening as an active process, where learners not only hear but also engage in learning to listen. This requires learners to have high adaptability in order to understand messages quickly and accurately. Using effective audio-visual media to learn to listen, as an innovation in pragmatic-based self-learning, is very important⁵. Therefore, integrative teaching approaches, such as the use of audio-visual media and interactive listening activities, can help students improve their listening competencies.

Early studies conducted at one of Islamic private junior high school show that students' listening skills still need a lot of improvement. This can be seen in the various obstacles that students face when understanding

³ Ekaterina Nemtchinova, *Teaching Listening Outlines, English Language Teacher Development Series*, 2013, <https://essentialsoflanguageteaching.net.files.wordpress.com/2018/08/teaching-listening.pdf>.

⁴ Haris Dibdyaningsih, Mesrawati Rifai, and S Sumihatul Ummah Ms, "Analysis of Students' Difficulties in Developing English Listening Skills : A Case Study of SMA 3 Yogyakarta" 1, no. 5 (2024): 37–43.

⁵ Arifuddin Arifuddin, I Made Sujana, and Nawawi Nawawi, "Development of Web-Mediated Audio-Visual Listening Book to Boost the Understanding of Implicatures in the TOEFL Short Dialogues," *Journal Evaluation in Education (JEE)* 4, no. 4 (2023): 134–143.

English material, especially when dealing with complex audio texts. The limitation in the number of exercises and the intensity of listening learning is one of the main factors, where learning listening in the classroom often does not provide enough variety in the form of exercises and the media used. In addition, the learning approach that is less interactive and relies only on simple audio material makes it difficult for students to capture the details and context of the material they hear. Listening learning at one of Islamic private junior high school, like in many other schools, often does not involve too many visual components that can help students understand the language better.

However, after the introduction of audio-visual media, there has been an increase in students' ability to understand listening material. Audio-visual media, which includes a combination of visual and audio elements, helps students associate sounds with clearer images and context, thereby improving their understanding of the language used. Students become more active in listening, as visual media helps them to more easily associate oral information with visual representations that support it. The results seen after the implementation of audio-visual media show positive potential to further develop this method so that it can be optimized in the English curriculum at one of Islamic private junior high school.

Previous relevant studies have shown that the use of audio-visual media has been shown to be effective in improving listening skills among

English language learners. For example, research by Karjo et al which found that multimodality through video presenting audio and visual inputs was more effective than audio media alone in supporting EFL students' listening comprehension, with significant results in improved video-based test scores⁶. Similar research by Puspita & Suswanto reinforced these findings by identifying that video media provided better results in improving listening comprehension of non-English students, compared to audio media⁷. In addition, Rahma & Mutiaz's research underlines the importance of audience engagement in learning through various forms of A-V media, where VR offers a higher level of engagement than other media. Overall, this evidence indicates that audio-visual media, especially those that incorporate visual elements, are able to improve language comprehension through deeper interaction and engagement⁸.

Although these studies have shown the effectiveness of audio-visual media, there are still gaps in research regarding how specific types of audio-visual content, such as cartoon animation, affect the listening skills of junior school students. Most studies tend to focus on general audio-visual media or higher student populations, rarely addressing junior school students who

⁶ Clara Herlina Karjo, Menik Winiharti, and Safnil Arsyad, "Video or Audio Listening Tests for English Language Teaching Context: Which Is More Effective for Classroom Use?," *JOALL (Journal of Applied Linguistics and Literature)* 7, no. 1 (2022): 149–166.

⁷ Puspita Puspita and Suswanto Suswanto, "A Comparative Study of Authentic Listening Materials for Non-English Major College Students," *Inspiring: English Education Journal* 6, no. 2 (2023): 165–181.

⁸ Anggi Almira Rahma and Intan Mutiaz, "Pemanfaatan Media Audio Visual Untuk Meningkatkan Keterlibatan Audiens Dalam Belajar," *DESKOMVIS: Jurnal Ilmiah Desain Komunikasi Visual, Seni Rupa dan Media* 1, no. 1 (2020): 56–63.

have unique cognitive needs and patterns in absorbing language material. In this regard, this study will fill this gap by investigating the specific impact of using cartoon animation media on the listening skills of high school students. It will also explore the types of cartoon animation content that are most effective in facilitating their listening comprehension and examine the responses and obstacles faced by both students and teacher in integrating cartoon animation into listening learning.

1.2 Formulation of Problem

Based on the above description about the background of the problem, the research problem can be formulated as follows:

1. How do students respond to the use of cartoon animation media in listening learning?
2. What are the obstacles faced by teacher and students in the use of cartoon animation media?

1.3 Objective of Study

Based on the above description about the formulation of the problem, the objective of this research can be formulated as follows:

1. Identifying how students respond to the use of cartoon animation media in listening learning.
2. Revealing the obstacles faced by teacher and students in the use of cartoon animation media during the learning process.

1.4 Benefit of Study

The results of this study are expected to be useful for:

1. This research will enrich the literature on the use of cartoon animation media in language learning, especially in improving the listening skills of senior high school students. This research is also expected to contribute to the development of technology-based language learning theories, with a focus on listening skills.
2. This research can guide teachers in designing and implementing more interactive and effective learning methods using cartoon animation media. Teachers can use these findings to improve student engagement and the effectiveness of listening learning, thereby improving overall student learning outcomes.
3. This research can help policymakers in formulating educational strategies and policies that support the optimal use of audio-visual technology and media in the learning process, especially in improving English language skills in secondary schools.
4. This research can be a reference for further research on the use of cartoon animation media in language learning, both at the secondary school level and at other levels of education. The findings of this study could also be the basis for further research that explores various other aspects of media-based learning.

1.5 Writing Organization

This study is divided into five chapters, which contain several points that describe the chapter.

Chapter I's introduction includes the Background of The Study, Identification of the Problem, Objective of the Study, Benefits of the Study, and Writing Organization.

Chapter II Theoretical Framework, includes the Definition of Listening Skills, Strategies and Approaches in Teaching Listening Skills, Definition of Audio-Visual, The Role of Audio Visual Media in Language Learning, Challenges of Using Audio-Visual Media in Language Learning, Cartoon Animation Media as a Tyoe of Audio-Visual Media, The Benefit of Cartoon Animation Media, The Effectivity of Cartoon Animation Media, and Effect of Cartoon Animation Media on Listening Ability

Chapter III Research Methodology, includes of Research Method, Research Setting, Research Participant, Research Instrument, and Data Collection and Data Analysis.

Chapter IV Research Findings and Discussion.

Chapter V Conclusion and Suggestion.

Appendixes