

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The ability to hear spoken language as well as comprehend, interpret, and react to it makes listening a crucial skill in language learning, particularly when learning English as a second language. Although listening appears like a simple skill compared to speaking, writing, and reading, it actually takes a lot of work to master and practice. In fact, listening is the first skill to be learned in English. (Rahayu & Rahayu, 2023).

Developing this ability is frequently difficult since exposure to English sound content can be challenging because of various accents, speaking rates, and new language. As it is well known that students enjoy viewing movies, particularly animated films that appeal to a wide range of age groups, there are actually numerous methods and media that may be utilized to enhance their listening comprehension. However, in order for them to really comprehend the movie's significance, they must watch it more than once, perhaps twice or three times.

According to Simanungkalit et al. (2023), an animated video is a type of video that displays the movement of objects that are attractively designed with a specific purpose. This animated video has the potential to increase students' interest in learning, due to its attractive appearance (Buchari et al., 2015). Animation creates the illusion of smooth and continuous movement of a single image, when in fact it consists of a series of images (Whiteley, 2013). Animation is a process that involves recording and playing back a number of static images, with the aim of producing

the illusion of dynamic movement. Animated videos are able to convey complex and difficult-to-understand concepts through images and words, making them easier to understand. Thus, animated videos are an effective tool for conveying material that is difficult to observe directly, so that it can be visualized more clearly (Noviyanto et al., 2015).

There are numerous benefits to using animated films, particularly in terms of enhancing students' listening comprehension and increasing their interest in studying them. Students are particularly drawn to the use of animated films because they can both listen to and visualize the scenes in the movies, which allows them to learn broad information. Animated films, such as *Toy Story*, with its combination of attractive visuals, simple storyline, and use of relatively easy-to-understand language, has the potential to be an effective tool in language learning as it presents a strong visual context that can assist students in interpreting the meaning of the utterances they hear, thus potentially reducing cognitive load and facilitating comprehension for students. *Toy Story*, as a popular animated film with a compelling narrative and iconic characters, uses language that tends to be clear and appropriate for its target audience, making it a relevant and motivating source of authentic materials in developing students' listening comprehension.

Research chose the use of animated media in language teaching shows consistent and significant results in improving listening and speaking skills in several fields of education. According to Mukazhanova et al. (2022), cartoons and animated movies are effective media to improve students' ability to interact with English in the classroom. Through interesting and engaging visual-auditive content,

animation helps children understand sentence structure, pronunciation and vocabulary. This is supported by the research of Ahmad et al. (2021), which shows that the animated film “Nusa and Rara” can significantly improve the skills of children aged 5 to 6 years. The effectiveness of the film arises from the interactive dialog relevant to the children’s world and from the inclusion of all educational and moral lessons. In addition, Simanungkalit et al. (2023), showed that the use of animated videos in a grade IX junior high school classroom was significantly more effective than using audio media alone in terms of improving students’ comprehension of narrative text. The use of animation was shown to improve students’ comprehension in all areas, including engagement and concentration. Based on the three studies above, animated media is not only beneficial for young children but also relevant and effective for adults learning language by providing visual and auditory stimuli that support holistic language development.

The relevance of the issue that is, the fact that many students still struggle to identify the sound, meaning, and content of words in English when hearing the spoken version led to the title of this study. This demonstrates that MAN pupils’ listening comprehension skills are still lacking. As well as the necessity of creativity in English instruction. Traditional teaching methods that are still widely used have not been able to accommodate students’ different learning styles, so the application of learning using animated films toy stories is very important to determine the level of students’ ability to listen, therefore, this study aims to quantitatively investigate the effect of using Toy Story animated films on students’ listening comprehension, hoping to provide empirical insights into the effectiveness of animated films as an

alternative learning medium and practical implications for language teachers in selecting and implementing engaging and effective learning materials.

1.2 Identification of the Problem

The researcher has found a number of issues based on the background of the study, including:

1. Low student listening comprehension
2. The use of effective and inspiring learning media
3. Research needs to be done on the effectiveness of animated films.

1.3 Limitation of the Problem

This study will concentrate on whether there is an effect of the animated film “Toy Story” on improving students’ listening comprehension at MAN Tanjungpinang.

1.4 Research Question

The researcher develops the following research question in light of the problem’s limitations: Does the animated movie “Toy Story” have an impact on grade XI MAN Tanjungpinang students’ listening comprehension?

1.5 Research Objective

The goal of this study is to ascertain whether viewing the animated movie “Toy Story” has an effect on the listening comprehension of grade XI MAN Tanjungpinang.

1.6 The Significance of the Study

The study's findings are anticipated to have both theoretical and practical applications:

1.6.1 Theoretically

This study's theoretical value lies in its contribution to English language instruction about the use of audio-visual media for students' listening skills, which is connected to earlier theories addressing the same subject.

1.6.2 Practically

In practical terms, the findings of this study will significantly benefit teacher, student, and future research.

1) For Students

★ The researcher aims to help use interesting and real resources, such as animated movies, this learning can help students in developing their listening comprehension.

2) For Teachers

The findings will help teachers who are looking for creative and efficient ways to improve their students' listening comprehension can use this research as a guide.

3) For Researcher

Researchers interested in conducting additional research on the effects of different animated films or other audiovisual resources on language learning can use this study as a reference.

1.7 Definition of Key Terms

1) Listening comprehension

Listening comprehension is the ability to understand spoken messages in English. This skill includes recognizing vocabulary, pronunciation, intonation, and the meaning of what is heard. With this skill, students can follow conversations, grasp main ideas, understand important details, and respond appropriately in various communication situations.

2) Animated film

An animated film is a film made from a series of moving images that appear to be alive. These films can be made manually or using a computer. In language learning, animated films help students understand English because they present stories with visual support, clear audio, and easy-to-follow language.

3) Toy story

Toy Story is a Pixar animated film used as an audio-visual stimulus in learning. This film was chosen because it has a simple storyline, clear language, and visuals that support student understanding.