

CHAPTER I

INTRODUCTION

1.1 Background of The Study

As a prospective teacher or a teacher, teaching English as a foreign language is not easy. As a prospective teacher or a teacher, being updated on technological developments is important. The teacher should always think about some techniques which will make students feel motivated and challenging. By knowing the technological developments nowadays, we can develop and design various learning activities that will certainly become more effective and motivate students to learn languages. To make students keep their own motivation in learning language, actually in listening, we have to involve technology to create a new activity in the teaching and learning process. There is a way that we can use to help students maintain and increase their motivation in developing their listening skills.

Using movies in the EFL classroom as a language teaching tool is an important thing that can be used in teaching and learning ((Ismaili, 2013). This is because a film can show EFL students how the language is used in the context in which the language is used (Ismaili, 2013). Including animated movie clips in the teaching listening process for EFL students will increase their motivation and listening skills because using this new method will make them more interested in watching the animation while listening to the dialogue in the movie clips. In line with the statement, Lowe (2004) stated that,

with the help of innovative multimedia tools, language learning which feels more colorful, would certainly motivate students to learn. In general, an animated movie is a film that uses images as a tool to demonstrate the role played which are played in the film. The images filled with sound by the voice actors in order to make the animated film understandable and enjoyable for the audience.

In this case, the animated movie is the source of any element of language that can help students knowing the right pronunciation of many words, find many new vocabularies, learn to listen to the native speaker, and so on, just by watching and listening to the animated movie. EFL students would feel interested if we involve animated movie clips in their listening course. It will help them to imagine, know what they are listening to, and understand the contents of the conversations in the pieces of the film that will be given by the teacher. According to (Ismaili, 2013), a movie is a source for learning languages and can also help to master the language we will learn. In addition (Sanaeifar, 2017) stated that Animated films are a rich source of learning about accents, word stress, dialects, and other things. These things can be used as teaching materials in teaching languages because the film also presents everyday language.

Woottingpong (2014), as cited in (Muslem, Gani, Usman, Rismawati, & Yunus, 2018), stated that the listening ability of the students who are learning with videos increased significantly. It means that the use of videos in teaching listening can help students improve their ability in listening. In line with that research, Shian and Yunus (2017) stated that the listening ability improved because the teaching materials

were presented through audio-visuals. By teaching listening using audio-visual, the students positively impact their listening skills because the students not only listen to the native speaker, but they can also see how the native speaker is talking to each other. The others researcher like Sanaeifar (2017) was conducted a research about the effect of watching animation movies on learning idioms. The result of the research conducted by (Sanaeifar, 2017) is that watching English movies were effective in idioms learning. By watching English movies, the students can improve their ability. So, the use of audio-visual such as authentic English video, movie, and animated movie for teaching English can positively impact the students' language skills.

In this research, it is considered important to conduct research about the effect of using animated movie clips as the learning media to teach listening. It will help students improve their listening skills by attracting their interest in learning using animated movie clips. The things that make this research different from the previous research are, this research will be conducted in Bali, especially in SMAN 4 Singaraja. The second is that the researcher will use animated movie clips for students without the English subtitle. The students will fully be listening to the animated movie clips without any subtitles. Other differences are that the animated movies used in this research will be cut into some pieces, so the students will not be spending much time watching the animated movie. Seeing the teaching media in SMAN 4 Singaraja is still using CD for teaching English, especially for listening, the researcher planned to conduct the research about the use of animated movie clips for teaching listening through online learning. The students in SMAN 4 Singaraja are potential to be the

participant in this research because all of the students in SMAN 4 Singaraja have their own smartphone. So, it will be easier to reach them by online, and it also will be easier to collect the data through online learning. It will be a new way to improve students' listening skills, especially for the students whose second language is not English.

This study was conducted in purpose to analyze whether the use of animated movie clips as learning media for teaching listening skills has significant effect for teaching eleventh-grade students or not. The second is to know the students' responses toward using animated movie clips as learning media to teach listening. This study will be conducted in SMAN 4 Singaraja. This study was considered to be really important to be conducted because teaching listening is not easy. Listening skill is the skill that very important than the other skills. By mastering the listening skill, people will automatically master the other skills such as speaking, reading, and writing. Therefore, using animated movie clips as learning media to teach a listening skill is worth trying. By using animated movie clips as the teaching media, the students can experience a new learning experience. Through this learning media, students can see how the native speaker pronounces the words, and also, the students can see the expression used by the speaker from the animated movie clips.

1.2 Problem Identification

The background of this research shows that there are several problems related to language teaching that can be explained shortly. The first problem that the researcher

found is that, when teaching listening skills, the teacher usually using the media like CDs or audio. The second problem is that the CD or the audio that teacher used to teach listening to students is hard to listen to because the resulting audio is less clear, so it is difficult to hear and understand the audio. Sometimes the students cannot hear the audio clearly because of the loud voice that is come from the audio. From those two problems, the researcher can clearly see that the teachers have not varied in the use of technology. The use of technology nowadays is very fast growing and of course as a teacher we need to learn to use it in order to improve the quality of life. Technology brings many advantages if we can use it in the right way. For example, in the educational field, technology development in the educational field can improve the students' learning quality. It can help students achieve their goals and improve their low achievements. The technology used as the learning media will help the process of teaching and learning so that the students will get a better understanding, and the teacher will be helped to make the students improve in every aspect. Animated movie clips as the teaching listening media will guide the students to be better in the listening skill. Through this media, they can see the animation and experience listening to the native speaker. This teaching media will give the students a good effect on their listening skills.

1.3 Statement of The Problem

Based on the background of the study, the statement of the problem can be formed as follow:

1. Is there any significant difference in students' listening skills between those who have and do not have animated video movie clips in teaching-learning English in the process of teaching and learning?
2. How students' response toward the use of animated movie clips in listening skills?

1.4 Purpose of The Study

1. To identify the significant difference in students' listening skills between those who have and do not have animated video movie clips in the process of teaching-learning English in the process of teaching and learning.
2. To know the EFL students' response toward the use of animated movie clips in teaching listening skills.

1.5 Significance of The Study

1. Theoretical Significance

This study is expected to give the EFL students motivation to learn the target language and improve their listening skills. The result of this study could be used as a new learning media to teach listening for EFL students.

2. Practical Significance

The result of this research is expected to be an important thing for the teacher, students, and future research.

2.1 Teacher

The result of this research for the teacher is that the teacher can use animated movie clips as the learning media, especially for teaching listening skills. By using this media, the student's skill in listening will be improved. By using this media, the teacher will be helped to avoid student's boredom.

2.2 Students

The result of this research for students is that the students will feel more excited in learning the target language through animated movie clips, and also, they will experience listening to the native speaker of the target language. It also can help students to improve their listening skills.

2.3 Future research

The result of this research for future research is, this research can be used as the source that can help the next researcher who takes a similar topic to this research. The future researcher can use this research result as the source of the effectiveness of using animated movie clips toward EFL students in their listening skills.

1.6 Research Scope

The research scope in this research is limited on the effect of using animated movie clips as the learning media for EFL students in SMAN 4 Singaraja. This research focused on the effect of animated movie clips as learning media for EFL students in teaching listening skills and how the animated movie clips affect students' listening skills.