

CHAPTER I INTRODUCTION

In this chapter the researcher describes about : a) background of the research, b) identification of the issue/phenomena/problem, c) delimitation and focus of the study, d) research questions, e) aims of the research, f) significant of the research, g) theoretical foundation, h) previous study, i) frame of thought, j) research method.

1.1 Background of the Research

So many languages in this world, English became one of the languages that are needed in the era of globalization. But most students are lazy to learn English because they think that English is not necessary for their country. Many people certainly require English as an international communication language to express themselves and connect in a variety of contexts (Sappe, 2018, p.1). Listening, speaking, reading, and writing is the four skills that students must master when learning English.

Listening is one of the four language skills that students need to acquire English as a foreign language. Murcia (2001) cited in Hizbar (2020), assumes that listening is the most extensively utilized language skill in life and that it should be the primary focus of attention throughout the day, everyday limited only by the availability of target languages in schools, communities, and the media (p. 1217). Moreover, according to Vasiljevic (2010) cited in Heriani (2021) listening accounts for more than 45 percent of communication (p.1). This demonstrates how crucial it is for students to develop this skill as part of their language skills. Students who learn to listen can hear and capture what the other person is saying, allowing for two-way communication. Unfortunately, a lot of students still struggle with listening. As Syhabuddin, Mulia & Rizqa (2021) said that listening is a skill that many students find difficult to master (p. 2). Some find it challenging to hear someone speak and then put that voice in their head (Wulandari & Sya'ya, 2021, p. 28). This indicates that they have problems with listening.

According to Hizbar (2020), listening is the ability to understand the message communicated by the speaker through voice, and it is an important component of any effective communication (p.1217). Rost (2013) cited in Alzami (2021), listening is a complex process that allows people to understand spoken language (p. 327). Messages can be received and misinterpreted in the process of communication if people do not know how to listen well, which can reduce their efficacy and lead to misunderstandings. Furthermore, listening has an important role in supporting learning. When students go through the listening process, they try to receive and translate oral messages in their minds (Wulandari & Sya'ya, 2021, p. 28). If students can receive messages well, they will have good communication. But students can become frustrated, loss of motivation and their enthusiasm can be reduced if they do not understand the difficult meaning of listening activities (Malikhah, 2019, p. 3). Learning to listen requires the concentration and enthusiasm of students, learning to listen is impossible without attention and passion. Therefore, a medium is needed that can stimulate students' interest in learning to listen.

In ELT classes, teachers tend to focus on reading, speaking, and writing skills, while neglecting listening skills (Lestary & Seriadi, 2019, p. 34). In addition, Hardiah (2019) also argue that in the teaching and learning process, listening are skills that are often overlooked, when compared with reading, writing and speaking skills (p. 40). Moreover Wulandari & Sya'ya (2021) says that, when compared to other abilities, listening is now rarely taught in schools (p. 29). This is due to a number of factors, including inadequate facilities, incompetent teachers, and a lack of student enthusiasm. Besides, the majority of teachers teach listening using conventional media (Utari & Nurviyani, 2018, p. 2). So there is no interesting medium to introduce students to the original sounds. Teachers only use traditional tactics through dictation to help students become familiar with English vocabulary. As a result students find it difficult to process what they hear and the lack of variety medium in learning leads to saturation in teaching and learning. Of course, in the teaching process these things must be avoided. Lestary & Seriadi (2019) said that an interesting

educational media that utilizes the results of technological breakthroughs to help the teaching and learning process in terms of effectiveness and efficiency is one way to overcome monotonous and conventional education (p.34).

Moreover, technology development in the twenty-first century is accelerating at a breakneck pace, with humans gradually being supplanted by technology in social, cultural, and economic fields, with education being no exception. Technology is becoming an increasingly important aspect of the teaching and learning process, with every instructor emphasizing its importance nowadays. Teachers who are unable to educate using technology will be deemed obsolete and behind the times. Although the essence of knowledge does not necessitate the use of technology, the demands of the outside world on an educational institution's graduation profile necessitate students' understanding of technology (Adri et.al., 2020, p. 11).

Technology offers greater and more effective teaching implications than traditional mediums. Ntobuo et al., (2018) cited in Amali, Zees & Suhada (2020) argues, one of the tools that influence the learning process is the utilization of learning media (p. 24). As a result, teachers must find a different medium than before to engage students in the learning process, especially through the use of technology. Then, animation videos are the result of current technological developments (Susiani, et all, 2020, p.280). Animation videos are capable of displaying images and sounds. Using this medium, both senses are activated simultaneously, namely the ears and eyes (Hardiah, 2019, p. 41). Thus, the use of this media is expected to be able to attract students to listen more focused and be able to synchronize the information heard with the help of image visualization so that better understanding will be obtained.

Furthermore, there are several research clusters related animation video to teach listening including the implementation of animation video in teaching and learning process (Satyawan & Yulia, 2017; Sappe, 2020; Adri et.al., 2020; Heriani, 2021; Hikmah, 2021), learning media for teaching listening (Kertaningrum, 2020; Tabieh, et.al., 2020; Hasan, 2020; Camelia, Aditya & Ridwan, 2021; Al-Jarf, 2021) the effect of animation video for teaching and

learning (Mubarok, Sundari, & Wahjuningsih, 2017; Thresia, Palupi & Pitaloka, 2021; Hayat, 2021) and students' perception of the use of animation video in learning (Mardianti, 2018; Rohmah & Hakim; 2021; Kusuma et.al., 2021, Siregar, 2021).

Many students today prefer animation video as a learning medium. As Kühl (2021) cited in Rahmawati & Ramadan, (2021) animated videos can attract students' attention in receiving teaching materials that are informed by the teacher and can be used to stimulate thoughts, feelings, interests, and desires (p. 655). A combination of images, visuals, and real audio provides the magic for students to always pay attention to it. Furthermore, the teaching and learning process can also run more fun because this animated video is packed in an interesting way.

Vargo (2017) cited in Hikmah (2021), claims that using animation in teaching and learning activities has various benefits, including 1) Improving students' critical thinking through animation's multi-sensory feature, which includes seeing, hearing, and speaking. 2) Enables students to develop real-life actions or to construct a situation or process. 3) Animation can help students relate to learning, and 4) it can be used to assess students' knowledge and analytical skills in material learning activities (p.154). Because of these benefits, animated videos can be used in and out of the classroom to teach several language skills, including listening skills.

1.2 Identification of the Issues/Phenomena/Problem

Learning media are resources or tools, both physical and intangible, that are deliberately used to facilitate communication between teachers and students during the implementation of teaching and help students achieve learning goals (Loren, Andayani, Setiawan, 2017, p. 3). The use of media during the teaching process is very important. Without media, teaching will be less successful because no examples or support will be shown (Nabilah, Sesrita & Suherman, 2020, p.80). The media also serves as a channel between the teacher and the students, bringing the classroom to life by utilizing media

that attracts and meets the needs of students. The abundance of technology-based learning resources makes it easier for teachers to create engaging lesson plans. Then Larsen-Freeman and Anderson (2011) cited in Syahabuddin, Mulia, & Risqa (2021) argued that technology offers teaching tools and provides learning experiences to the world of learners (p.53). Through the use of technology, a lot of authentic material can be delivered to learners, and they can be motivated to learn a language. Learners are aware of the subject with enthusiasm and develop their knowledge.

Therefore, teachers who just utilize printed books and whiteboards are not using traditional media in a way that is current with the times. Students nowadays who were born and developed alongside the advancement of technology are referred to as "digital natives." Children have spent their entire lives around computers, video games, cell phones, and other digital devices, from kindergarten through college (Creighton, 2018, p. 133). Therefore, it is undeniable that technology today plays a significant part in students' lives.

Additionally, the teacher sees that students have difficulty in mastering listening skills because there are differences between what is heard and the sentence that needs to be written. Students become unmotivated to learn to listen as a result of this. The process of learn to listen is also less noticeable because most English teachers are more focused on speaking, reading, and writing than listening. All three skills come from listening to it. Wijaya & Yuniarti (2019) cited in Malikah (2019) states that speaking develops more slowly than hearing when learning a new language, reading and writing are also frequently influenced by listening (p.2). Thus, developing listening skills is equally necessary.

Then, from the description above can be found some phenomena or issues as follows :

- a) Teachers find that many students have difficulty learn to listen,
- b) The teachers see that the lack motivation of the students to learn listening skills,
- c) Teachers need more interesting media for teaching listening,

- d) Teachers need a teaching media that more suitable with the needs of students,
- e) Neglect of listening skills in the learning and teaching process.

1.3 Delimitations and Focus of The Study

This research only focuses on developing teaching media in the form of animation videos to teach listening skills. The material discussed in the video animation is in the form of recount text about personal experiences. This animation video is developed using a web-based application, namely animaker. Then this animation video is for teaching at the level of students in the 10th grade of Senior High School.

1.4 Research Question

Based on these issues, the formulation of the research problem is as follows :

1. What are the need of animation video to teach listening?
2. How is the prototype (developed product) of animation video at senior high school?

1.5 Aims of the Research

The aims of this research is determined by how the problem is phrased, as follows :

1. To know the need of animation video to teach listening.
2. To know the prototype (developed product) animation video at senior high school.

1.6 Significances of The Research

The study's objectives are to provide some significance and to advance knowledge, either theoretically or practically:

a. Theoretical Significance

The findings of this study should to be useful to the field of education as a source of knowledge and a guide when doing further research.

b. Practical Significance

1. For Students

The purpose of this study is to help students learn to listen through more engaging and appropriate media.

2. For Teachers

This study is suitable for instructors who employ a variety of instructional strategies. This can help teachers teach listening skills in an effective and efficient manner.

3. For the reader

It is hoped that readers will be able to utilize this research as a source of information or as a guide after reading this study.

1.7 Theoretical Foundation

The theoretical foundation of the study is explained in this part. Readers can learn about the underlying theories that relate to the issue from the theoretical foundation. The associated theories that need to be grasped in this study include material development, learning media, animation video, listening, and teaching listening through animation video.

1.7.1 Material Development

1.7.1.1 Definition Material and Material Development

According to according to Sappe (2018), everything that is used by teachers or students to enhance language learning is considered material (p. 17). It can therefore be anything that is purposefully utilized to improve the learner's understanding of and/or exposure to the language. The term "material" also refers to anything that can be utilized to aid in language learning, such as textbooks, movies, graded readers, flashcards, games, websites, and interactions with mobile devices (Tomlinson, 2012, cited in Azarnoosh et. al, 2016, p. 2). According to Harsono (2015), "material" refers to all tools used to benefit language learners (p. 170). According to the three experts' opinions above, the material is everything that is

employed in the teaching and learning process and can help students learn a language.

These resources may be exploratory, elicitation, experiential, or instructional. When educating the learner about the language, the content may be instructive. When exposed to the language, it may be experiential. When anything encourages language use, it is said to be elicitation. Additionally, it can be an exploration when students try to learn more about how language is used in real-world situations (Tomlinson, 2012 cited in Azarnoosh et.al, 2016, p. 2).

Then, two aspects of material development, namely those related to the field of study and practical business, need to be explained. Material development is a field of study that aims to teach students the ideas, practices, and evaluation of language teaching materials. While material development as a practical undertaking entails the creation, assessment, and adaption of language teaching resources by teachers for their classrooms as well as by writers of materials for sale or distribution (Tomlinson, 2001 cited in Mishan & Timmis, 2015, p. 1).

Additionally, modern technology is crucial to the development of language learning materials, both as a tool for facilitating their creation and as a means of content delivery (Sappe, 2018, p. 19). Therefore, the outcomes of material development have evolved into a more interesting shape that is encased in sophisticated technology, rather than only taking the form of printed books. In addition, technology is employed to provide chances for language learning outside of the classroom and to support each individual's language learning process.

1.7.1.2 Principle of Material Development

Since materials are a vital component of the larger context of language learning, they will never become extinct. For the purpose of learning a language, a source of information known as a material is required. No textbook can then satisfy every class' needs in a classroom

setting (Tomlinson, 2010, cited in Azarnoosh et.al, 2016, p. 2). Because of this, a teaching resource must be created. Although it is not a simple task, developing the material requires understanding the development principles in order to ensure that it meets the demands of the class. The principles for material development, as stated by Tomlinson (2011) cited in Mishan & Timmis (2015), are as follows:

A material must

- a. Make an impact. The impact is realized when the subject matter affects the learner visibly, i.e., when the learner's curiosity, interest, and attention are piqued.
- b. Promote comfort among students. A variety of materials, such as texts that are exposed to many illustrations rather than just text, materials that include many examples, etc., can aid in making learners feel at ease.
- c. Assist students in gaining confidence. When they believe that the content they are learning is only little more challenging than what they already know or are good at, many students feel at ease and confident.
- d. Be regarded as relevant and helpful by students. Because English teachers at ESP can choose easily from a variety of themes and assignments that are also studied by students in their field of study, the information they study should be pertinent and helpful.
- e. Require and facilitate
- f. Learner self- investment. Materials should support the learner's self-investment and be necessary. Material that allows learners to be interested in material that can attract their attention.
- g. Consider that students must be prepared to understand the concepts being taught.
- h. Show learners language in real-world situations. Through the guidelines, suggestions they offer for the exercises, and the spoken and written texts they incorporate, many teaching/learning resources can expose students to authentic input.

- i. Draw the students' attention to the input's linguistic characteristics. Although the learners should be made aware that linguistic aspects are essential to find and generalize about the function of the linguistic features in the main materials, these linguistic features shouldn't take center stage in the materials.
- j. Give students the chance to communicate with others by using the target language.
- k. Keep in mind that the benefits of training are typically seen later.
- l. Recognize that different learners have different learning methods. Visual, auditory, kinaesthetic, studial (the learner likes to pay conscious attention to the linguistic elements of the language and wants to be perfect), experiential, analytic, global, dependent, and independent learning styles are only a few examples of how people learn languages.
- m. Consider the fact that the affective attitudes of learners vary.
- n. Permit a brief interval of silence before instruction begins. The quiet period is designed to help students internalize grammar and other language components more effectively, which can lead to competency.
- o. Encourage intellectual, aesthetic, and emotional engagement to the fullest extent to maximize learning potential. According to this theory, resources that encourage students to learn the same lesson while experiencing various cerebral processes and states of consciousness across a wide range of brain regions would maximize memory.
- p. Avoid relying much on supervised practice. This idea is meant to emphasize that it is still debatable whether or not controlled practice activities are worthwhile.
- q. Offer opportunities for comment on the results. Feedback that is more concerned with the usefulness of the result than just with the correctness of the output might make the output a worthwhile source of input (pp. 26-27).

1.7.2 Learning Media

1.7.2.1 Definition Learning Media

Learning objectives can be met by using learning media to help the learning process. Learning media is defined as a tool, both tangible and intangible, used by teachers to help students learn content more effectively and efficiently. in order to increase student acceptance of the teaching materials and encourage them to continue learning (Musfiqon, 2012 cited in Puspitarini & Hanif, 2019, p 54). In addition, learning media can be seen as different elements of the learning environment that support students in learning (Asyhar 2012 cited in Aryuntini, Astuti & Yuliana, 2018, p. 188). Wiarto (2016), cited in Prasasti, Solin & Hadi (2019), argues that learning media is a learning medium used to provide knowledge to students with the idea of allowing them to know (p. 481). The statement gave an explanation of how to understand learning media based on purpose.

The previous understanding of learning media is predicated on the idea that the process of teaching and learning is the same as the process of communication. The message source, the message, the message's recipient, media, and feedback are the components that make up the communication process. The message is the information or instruction presented in the curriculum's execution and expressed through particular symbols (encoding). The student is the one who receives the message by decoding it by understanding the symbols. Media serves as an intermediate between the message's source and its intended audience.

The use of learning media as communication tools allows for the effective and efficient transmission of messages while also stimulating the student's abilities and thoughts. Djamarah (2010), cited in Risnawati, Amir, and Sari (2018), says that the media contributes to the learning process because, in certain circumstances, the media can be presented as an intermediate to reduce the ambiguity of the information transmitted (pp. 1-2). Learning media also assists students in comprehending concepts

better, presents data in an interesting and trustworthy manner, facilitates data interpretation, and provides short information. Additionally, students' thinking is still semi-concrete between the ages of 12 and 16, but teachers have given them instructional materials in abstract form. As a result, it requires instruments for concrete concepts and clarity to make knowledge and learning experiences clearer and simpler to understand.

According to the researcher's observations of the educational process, the material is presented using textbooks and available electronic books. There is very little use of media, and when it does occur, it typically takes the time, effort, and money of students and teachers to create, such as when making cubes and blocks out of cardboard and wire. Because of the time involved in creating and using the media, its use cannot be repeated frequently without interfering with the school's curriculum. Additionally, one of the tools that influence the learning process is learning media. It is important to assist and make learning attractive to students to boost their enthusiasm for studying. Compared to other methods, the use of digital technology as a learning tool has a greater and more positive influence (Adnan et al., 2017 cited in Ntobuo, Arbie & Amali, 2018, p. 246).

1.7.2.2 Types of Learning Media

The teacher's aptitude for using the media frequently affects the type of medium chosen (Aghni, 2018, p.99). The teacher will refrain from using certain types of material if their ability to use them is limited. This has an effect on the decreasing range of media kinds employed by teachers as a result. The participants will then be affected differently by each sort of media. Who uses the media, how they use it, how it impacts them, and how it fits into the type of material being presented can all have an impact on this effect.

According to Djamarah and Asman (2014), cited in Fikri & Ade (2018) they categorize the learning medium into the following categories (p. 6). First, auditory media include radio, cassette tapes, and vinyl

records—media that rely on the ability to produce sound. Second, visual media, which includes photos, images, and posters, is a form of expression that depends on the sense of sight. Third, audiovisual media, which includes sound and image components, includes things like television, videotapes, and video compact disks (VCDs).

According to Smaldino et al. (2012), cited in Batubara (2020), the basic format of learning media includes six components: text, visual, audio, video, engineer, and human (pp. 5-6). Text is a medium in the form of letters and numbers, visuals in the form of images or graphic materials, audio is a device that emits sound, the video combines images and sound at the same time, and engineers are three-dimensional manipulative models or objects that can be touched directly, and humans are examples of living beings who can explain something either verbally or nonverbally. While according to Cahyadi (2019) there are five types of learning media, namely audio, visual, audio visual, multimedia and reality media (pp. 47-48).

a. Audio Media

Audio media is a type of media whose message content can only be obtained by hearing. Based on the nature of the received message, audio media can convey both verbal (spoken language or words) and nonverbal information (sounds and vocalizations). Examples: radio, audio cassette, MP3.

b. Visual Media

Visual media display the material using a projection tool or projector because through this medium software that complements this projection tool will produce a light bias or image that corresponds to the desired material; for instance, photographs, pictures, posters, cartoons, graphics, etc.

c. Audio – Visual Media

Video media is a synonym for audio-visual media. Video is used to transmit educational messages. Two elements, namely audio and

visual, are combined in video media. The presence of audio aspects enables students to receive learning messages through listening, whereas the presence of visual elements enables the creation of learning messages through visualization. Sound films, animated videos, television, and sound slides are examples.

d. Multimedia

Media that can exhibit media items in their entirety. For example video podcasts. Multimedia is frequently associated with computers, the Internet, and computer-based instruction.

e. Reality Media

Real media in the natural environment, such as animals, specimens, herbarium, etc., are utilized in living and preserved states.

So it can be concluded that there is a lot of learning media that have been developed by educational practitioners. These types of media can be used in learning such as text media, auditive, visual, audio-visual, engineering, human, multimedia, and reality. This certainly provides an alternative for teachers to choose learning media that is in accordance with the learning objectives. Animated video itself is included in the type of audio-visual media where the media combines moving images and sound.

1.7.2.3 Purpose of Learning Media

Media for learning is an important component of the learning process. Learning media is a learning resource that can assist teachers in expanding students' perspectives; when teachers use various types of learning media, it can be instrumental in educating students. Teachers can convey material to students in a more meaningful manner with the use of learning media. Not only does the teacher deliver material in the form of lectures, but he or she can also help students understand the topic in real-world terms. According to Sumantri (1999), cited in Fikri & Ade (2018), the objective of learning media is as follows:

1. Learning media promote students' comprehension of particular concepts, principles, attitudes, and skills. Teachers can conceive and provide examples of abstract concepts, principles, and attitudes through the medium of learning, as well as provide specific actions and examples of skills that will be developed in students.
2. Learning media provide a unique and varied learning experience, so increasing students' enthusiasm for learning. Teachers can explain learning not just verbally, but also via images, videos, text, and sounds through the medium of learning. In addition, students can use media for self-learning both within and outside of the classroom.
3. Develop certain attitudes and technological skills. The media can provide students with concrete forms or examples of attitudes or skills to be integrated. In addition, students are interested in using or running media, therefore indirectly they will be optimistic about technological advancements and adept at using technology.
4. Create a learning environment that students cannot quickly forget. Because the medium provides a learning experience that simultaneously stimulates several sensory tools, the learning consequences are more durable than if only one or two sensory tools were used. (p.12)

From the opinions above, it can be analyzed that the purpose of using learning media is as one of the learning resources for students to obtain messages and information provided by teachers more effectively and pleasantly so that learning materials can be further improved and form knowledge for students.

1.7.2.4 Criteria of Learning Media

In order to select the appropriate media for listening learning, it is required to take into account a variety of characteristics that serve as the basis for media selection. The selection of media should be made with attention and thought. The basis for these considerations is a set of criteria.

According to Cahyadi (2019), the media selection process must take into account the following factors for good learning media (pp. 51-53):

a. Clear and precise

Good media should have a concise and organized presentation. In addition to the layout or organization of the presentation format, sound, writing, and image illustration, clarity and tidiness include a presentation that is well-organized. Less-than-perfect media can diminish the media's wisdom and clarity, therefore reducing its capacity to enhance learning.

b. Clean and interesting

No interference with text, images, sounds, and videos is considered clean. Less-than-pristine media are typically less appealing because they break the attention and enthusiasm of the media.

c. Fit the target

Media that is beneficial for large numbers may not be as effective for small groups or individuals. Large groups, medium groups, small groups, and individuals can all find the appropriate medium.

d. Relevant to the subject being taught

The features of the content in the form of facts, concepts, principles, procedures, or generalizations must be reflected in the media. To aid the learning process effectively, media must be linked with the requirements of learning activities and the cognitive capacity of students.

e. In conformity with the objective of education

A good medium is one that conforms to a specified teaching objective, which often involves one to three cognitive, emotional, and psychomotor domains.

f. Pragmatic, adaptable, and resilient

This criterion leads teachers/instructors to select pre-existing media that is easily accessible or that they can create themselves. The chosen medium should be transportable and used everywhere and at any time with the equipment available nearby.

g. Excellent quality

The media criterion must be technically sound. For instance, the visual development of both photos and photographs must conform to certain technical standards, such as the fact that the visuals on slides must be clear and that the information or message to be sent should not be impeded by other elements in the form of backgrounds. (Arsyad, 2003, cited in Cahyadi 2019, p. 53)

h. The size is appropriate for the educational atmosphere.

In a small classroom, it is difficult to employ media that is too large, which can make learning activities less conducive.

Thus, it can be known that the use of learning media is very important in helping to facilitate the delivery of learning materials to students. With the existence of media, a learning goal will be easily achieved more efficiently and effectively.

1.7.3 Animation Video

1.7.3.1 Definition Animation Video

According to Manser (2000), cited in Siregar (2021), animation videos are a collection of images that act out stories with sound and the illusion of continuous motion (p. 82). This indicates that the animated video relates the story to a series of moving pictures and audio.

Then video animation is a digital recording of images, objects, and sounds that move in or out of the screen, as well as a rapid display of sequence images that create the appearance of movement (Thresia, Palupi & Pitaloka, 2021, p. 48).

According to Satyawati and Yulia (2018), an animation video is a contemporary kind of entertainment that combines moving visuals, text, and graphics with sound (p.48). Video is the storage of an image and audio information system on magnetic tape and disks. As a result of its engaging pictures and sounds, the usage of video can encourage students to participate actively in class. In addition to storing information, it may simultaneously provide new vocabulary, grammar, messaging, and entertainment.

Based on the expert's opinion above, it can be concluded that animation video as audio visual that contains story and gives entertainment to the viewers and listeners. It motivates and inspires the audiences. It is very important and useful in teaching and learning process. The students would be happy and enthusiastic in the classroom.

1.7.3.2 Types of Animation Video

Currently, animated video is one of the most effective forms of media. With the rapid growth of technology, it has become much easier to create videos that may be utilized in the learning process, from those who had to draw each figure and background by hand to those who can now use software to create animated videos. Educators can save much time and effort with this resource. Here are the types of video animations according to (Heriani, 2021, pp. 9-10):

a. Traditional Animation

Hand-drawn traditional animation in which every frame of the film is illustrated by hand. After all of the images have been produced and colored, they can be captured on film or scanned into a computer and synchronized with the audio. This technique is extremely time-consuming because it must generate 24 images per second.

b. Stop Motion

During this procedure, animators attempt to modify and photograph the item in a single action and frame. The objects can be

anything, beginning with clay and paper cuts. Some stop-motion films employ real individuals who assume specific poses to fill the frame. After photographing the objects, the images will be transferred to film and combined with sound to produce the final product.

c. Computer Animation

Animators can create a film and a model more quickly by using computer software rather than the conventional way. Two-dimensional or three-dimensional characters can create and the techniques for each are entirely distinct.

In this study, researchers were interested in computer animation, namely by using Animaker to produce animations. This is because Animaker has a large selection of interesting characters, backgrounds and sounds. So that it can assist teachers in fostering a joyful learning environment.

1.7.3.3 Characteristics of Animation Video for Teaching

Animation is a series of moving images. The delivery of information using animation can also be manipulated in such a way that the message to be conveyed can be understood by the general public or made specifically so that it can only be understood by those with certain education. Then to make a good animation and support the learning process. A teacher should know the characteristics of the animated video itself. Here are the characteristics of animated videos for learning according to (Khairani, Sutisna & Suyanto, 2019, p.160) :

1. Clarity of Message

With video media, students may comprehend the learning message in a more meaningful way and receive the knowledge as a whole, so that the information is naturally retained and maintained in long-term memory.

2. Stand Alone

The created video does not rely on or need the use of additional instructional materials.

3. User Friendly

The terminology used in video media is straightforward, easy to grasp, and common. Exposure to information that appears useful and friendly to the user, including the user's ease of accessing and responding to the information as desired.

4. Content Representation

The content must be strictly representative, such as simulated or demonstration content. Essentially, both social and scientific topics can be adapted into video mediums.

5. Visualization through means of media

Text, animation, sound, and video are included, in accordance with the needs of the content, in an aesthetically pleasing package. The utilized materials are applicable, processed, tough to access and potentially lethal if directly applied, and possess a high degree of precision.

6. Utilizing a high-resolution image.

The presentation of video media graphics is created using high-resolution digital engineering technology that is compatible with all computer systems.

7. May be employed classically or individually

Individual students can use instructional videos not only at school but also at home. It can also be used classically with a maximum of 50 students who can be directed by a teacher or simply listen to the program's already accessible description of the narrator's narrative.

By understanding the characteristics, it is believed that the teacher would be able to create a video that increases students' motivation to learn. both when studying in class and when studying outside of class.

1.7.4 Listening

1.7.4.1 Definition of Listening

According to Tarigan (2013) cited in Nurafifah, Simbolon, and Noviana (2021), listening is the process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and comprehend the meaning of communication that has been conveyed through speech or spoken language (p. 21). In addition, Marleni (2016), cited in Salainti & Pratiwi (2021), argues that listening is a language ability for comprehending oral texts and developing language abilities for communicating in real-world circumstances (p. 73). In addition, others argue that listening is the communication capacity to acquire and comprehend oral information (Wang, 2020, cited in Ramadhianti & Somba, 2021, p.112). From the above expert viewpoints, can conclude that listening is the process of receiving information, constructing and demonstrating meaning, negotiating meaning with the speaker and responding, and producing meaning through involvement.

In addition, according to Rivers (1981) cited in Wah (2019), listening is a creative ability (p.883). Everyone has distinct objectives when listening. To learn a new language, for instance, it is essential to identify the learner's listening objectives — listening for specific details, listening for common meanings or ideas — to assist learners in organizing their thoughts and making intelligent guesses to ensure they meet their hearing objectives. People must repeatedly hear several varieties of English in order to speak correctly, meaningfully, and rationally (Rohmah & Hakim, 2021, p. 4481). Listening is a receptive skill that enables students to gather information about others. Listening is also required for the acquisition of other English abilities. Therefore, listening skills must be taught for effectiveness.

1.7.4.2 Process of Listening

Listening abilities are essential for efficiently receiving messages. It involves both hearing what the other person is saying and becoming emotionally involved with the person speaking. Listening is a language skill. It requires a desire to comprehend other people, an attitude of respect and acceptance, and a willingness to keep one's mind open in order to attempt to view things from the perspective of others. Therefore, this skill requires focus.

In addition, according to Tyagi (2013) cited in Kertaningrum (2020), there are five stages of hearing. They are listening, comprehending, recalling, assessing, and responding (pp. 17-18). The following describes these phases:

1. Hearing

Hearing is the first sense and involves the stimulation of the ear's sensory receptors by sound waves; hearing is sound perception (Arustamyan, 2017, p. 178). In addition, according to Tyagi (2013) cited in Ulum (2015), people must hear to listen, but they may not need to listen to hear (p. 73). Therefore, hearing and listening are distinct. The difference relies on the degree of focus on the speaker. Attention is the conscious concentration on an item or set of ideas. Listening requires concentration and relates to the options that our brain prioritizes.

2. Understanding

According to Arustamyan (2017, p. 178), understanding is the analysis of the meaning of what the listener has heard and the comprehension of the symbols seen and heard. In addition to words, a stimulus can also be a voice, such as an applause. This requires the listener to stay on topic and comprehend the intended meaning. The recipient must comprehend the assumed meaning and context of the sender.

3. Remember

Listening is crucial to the process of remembering because it requires an individual to hear and evaluate messages that are added to a memory bank. This indicates that we will retain the information in our memories (Arustamyan, 2017, p. 178). In addition, according to Tyagi (2013) cited in Ulum (2015), when selective attention occurs during listening, what is remembered may differ from what was initially seen or heard (p.73).

4. Evaluating

The process of evaluating is the listener's evaluation of the message he has received (Arustamyan, 2017, p. 178). The essence of this is when the listener actively evaluates the evidence, separates facts from opinion, and assesses the absence of bias or prejudice in a communication.

5. Responding

Responding to this stage involves either verbal or non-verbal response, as the speaker has no other means of evaluating whether the message has been received. Internally, the speaker verifies that the message was received accurately (Arustamyan, 2017, p. 178).

1.7.4.3 Macro and Micro Skill of Listening

Macro skills are outstanding listening abilities that are easy to understand (Aida, 2021, p. 118). A macro skill is understanding what the speaker is saying. Micro skills relate to a specific facet of listening. It is more difficult to comprehend since the recipient must comprehend not only what has been said, but also the choice of words, underlying meanings, objectives, and attitudes used to convey the information. Brown enhanced Richard's auditory taxonomy by presenting a concise list of macro and micro listening abilities for conversations. Micro skills relate to the level of sentence organization, while macro skills relate to the level of discourse structure.

In addition, Brown & Lee (2015) provides a simplified list of micro and macro skills (p. 326). Micro skills involve the comprehension of the speaker's speech. Isolation as macro skills that relate to the level of organizational discourse, while those that stay at the sentence level are still referred to as micro - skills. Micro skills require that listeners interpret intonation patterns (e.g. recognizing stress and rhythm). The features indicated Brown & Lee (2015) are comparable, and researchers will focus on four components of micro listening skills: voice identification, vocabulary recognition, keyword detection, and grammatical structure recognition (p. 327).

1.7.5 Teaching Listening Through Animation Video

According to Harmer (2001), cited in Heriani (2021), virtually all that says about listening will also apply to video media (p. 18). Choose video content that is appropriate for the student's class and interests. They may not be motivated to learn English, particularly when it comes to their listening abilities if users make it too difficult or too easy. Harmer further asserts that videos are richer than audio cassettes since speakers can be seen, their body motions providing hints to their message, etc. Additionally, Harmer believes that some educators believe that videos are not particularly good for teaching listening. Animated videos are more effective for teaching listening since they can capture students' interest. Animated video is more effective than audio cassettes alone.

In addition, the utilization of instructional material in the classroom should be well-planned. Nurmayasari (2011) cited in Khalidiyah (2015) as suggesting some techniques for using video or audio-visual media in teaching listening (pp. 66-67).

1. Making preparations (Teacher)

Before showing the video to students, the instructor must first evaluate and take notes on the video's content. The teacher may allow

some students to view a preview of the video and get their thoughts on it.

2. Preparing the setting

Following the preparation of the video, the classroom should be made as comfortable as possible. The technical equipment, such as a speaker and a laptop/computer, should be strategically placed so that students have a clear view of the video.

3. Preparing students for their studies

The teacher should help students comprehend why they are required to view the movie and what they would gain by doing so. The teacher may also request that students discuss the video's content and tie it to what they know and do not know.

4. Displaying the video

Make the students comfortable and attempt to present the video without interruptions, such as asking a question throughout the video.

5. Conducting the follow-up

After presenting the video, the teacher inquires about the video's content to determine the students' opinions. Also, they can discuss the video

1.8 Previous Study

This study is supported by a review of the relevant literature, to which the researchers have referred during their investigation. The researchers discovered some prior studies that are relevant to their current investigation. Such as In a previous study, Hikmah (2021) states that her research focuses on vocabulary, one of the most fundamental aspects of English language acquisition. Teachers should be able to instruct English in a clear, relevant, and interesting manner. Animation videos are viewed as acceptable educational media and are incredibly beneficial. This study examines the effect of animated cartoon videos and the increased use of animated videos in assisting students at IIV Mayang 01 Junior High School to complete their

homework. The purpose of the study is to determine the effectiveness and significance of utilizing or not employing the technique. This study is quantitative. In this study, data collecting was conducted using tests to collect instruments. It can be concluded from the findings that students love studying through animations or cartoons. According to the responses, this medium makes students more engaged in the English-learning process. Finally, the utilization of video can help all students.

Then, according to Heriani (2021), the purpose of this study, is to determine whether there is a substantial difference between experimental classes before and after receiving the therapy of utilizing animations in listening learning. In this study, a quasi-experimental design with pre-test and post-test designs was utilized. The subject of the study was an eighth-grade student at Muhammadiyah Junior High School 1 in Kota Jambi. Two groups were created from the sample: the experimental group and the control group. The only media utilized by control classes is audio, while experimental classes use animation video. Before getting treatment, students in both classrooms were given an initial test to measure their ability to comprehend listening. There are 25 questions in some of the examinations. After collecting the data, researchers used a t-test with a significance threshold of $\alpha = 0.05$ to see if there was a significant difference between the two variables. The average post-test score for the experimental group was 74.67, while the average score for the control group was 62.5. The Research Hypothesis (H1) can be approved if there are significant effects and differences in students' listening abilities taught through animated video.

Besides Sappe (2020) stated that he aims to determine if the speaking skills of seventh-grade students at Sungguminasa Gowa State Junior High School improve after being taught via animated movies. The data were collected utilizing pre-experimental techniques and a single group of pretest-posttest designs, with the pre-test, treatment, and post-test presented. Twenty students from Class VII of State Junior High School 1 Sungguminasa Gowa constituted the research sample. This study utilized a quantitative

methodology. In the academic year 2018-2019, this study's population consists of seventh-grade students at State Junior High School 1 Sungguminasa Gowa. Utilizing purposeful sampling procedures, study samples were chosen. Obtaining data involves first collecting data from the pre-test, then from the post-test, and then drawing conclusions based on the data obtained. The data analysis revealed that students' average pre-test pronunciation score was 59.9 and their post-test score was 77.2. The average vocabulary score on the pre-test was 61.25 and on the post-test, it was 77.95. And with a significant test score of 4.09, it was clear that significant improvements in speaking teaching were achieved after video animation therapy.

Furthermore, Adri et al. (2020) indicate that the purpose of this research is to transform the method in which students learn by providing a range of scientific learning possibilities. Learning is currently focused on traditional media that are irrelevant to the demands of educational innovation based on the learning abilities of the 21st century and the Industrial Revolution. 4.0. The purpose of the study was to investigate the influence of animated videos on students' advanced scientific reasoning abilities. A cluster of random sampling procedures was utilized to choose a sample of students majoring in primary school science education programs for this study. The study utilized experimental procedures and a control design comprising a pre-test and a post-test. An analysis of students' high-level thinking skills scores provided T-test significance values of 0.002 0.05, showing that the experimental class group's final ability was considerably greater than that of the control group. This suggests that the use of video animation scientific approaches has an effect on students' higher-level cognitive abilities.

Moreover Satyawan & Yulia (2018) found that the purpose of this study is to identify issues with English language education for Junior High School students, add animated video into the learning process, and describe the impact of media on student motivation in the learning process. This study uses the notion of classroom action research. This study involved a total of 28 eighth-grade students from Junior High School Banguntapan. This study is

separated into two rounds. Through observations, interviews, lesson plan, and questionnaires, data was collected. Students face a number of challenges during the learning process, including a lack of vocabulary, an uninteresting learning process, a lack of engagement, and a lack of grammar competence, according to the research. Using a learning plan, animated videos are utilized as a medium in the learning process. Video enhances students' engagement with the teaching and learning process.

Then, Asmidana et al. (2014) conducted a study to determine if the use of animation video improved the listening comprehension of grade IX Senior High School 1 Sungai Ambawang students in 2011/2012. This research approach is a three-cycle action class study: the first cycle, the second cycle, and the third cycle. As teachers, the authors employed student qualification tables on assessments and field notes of student comprehension to collect data. The results of this study demonstrate the development of students' listening skills across each cycle. The first cycle had 53.6 points classified as below average credentials, the second cycle had 65 points classified as average to good qualifications, and the final cycle had 74.62 points classified as average to good qualifications. The study's participants included 26 students. Based on the aforementioned findings, it can be stated that using animation video to teach listening exercises can increase students' listening comprehension.

In addition, Aridha (2018) utilized a pre-experimental design with pre- and post-tests as the research instruments in her study. As a means of enhancing students' vocabulary, an animated video was used. The focus of the study was the second-grade students of Junior High School 6 Watampone during the 2015-2016 academic year, and the sample comprised of 20 eighth-grade A students. The objective of this study is to improve students' vocabulary through the use of an animated video and to provide teachers with ideas for teaching English. The study's findings indicate that there was a substantial difference between the pre-test and post-test. The utilization of animated video as a teaching medium to boost the second-grade students' vocabulary and interest at Junior High School 6 Watampone. In addition, the

instructor gains inspiration for creating engaging instructional materials by incorporating animation video into the teaching and learning process.

Besides, Ramadhika (2014) utilized action research in her research. It consisted of two cycles, with two meetings per cycle. The primary subjects of this study were 32 eighth-grade F students at Junior High School 6 Magelang. The gathered information was both qualitative and quantitative. Observations, interviews with both the English teacher and the students, and discussions with the collaborator provided the qualitative data. The information was turned into transcripts of interviews and field notes. In the meantime, quantitative data were obtained from the listening tests administered before and after the implementation in Cycle I and Cycle II. Several validity concepts were utilized in the conduct of this study, including democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Utilizing animation videos, providing greater explanation in English, making optimal use of the LCD projector, and providing exercises that allowed students to expand their vocabulary were the actions taken in this study. The research revealed that the usage of animation video in the English teaching and learning process improved the listening abilities of students and the performance of teachers. The average score increased from 7.2 on the pre-test to 8.2 on the post-test. There were notable increases in several areas, including their vocabulary and familiarity with listening to English terms. In addition, they engaged in active discussion during the teaching and learning process. They were more cognizant of their errors as a result of the corrections of their peers. Furthermore, the animated video captured the students' interest. As a result, they attentively observed the video as well as listened to the audio.

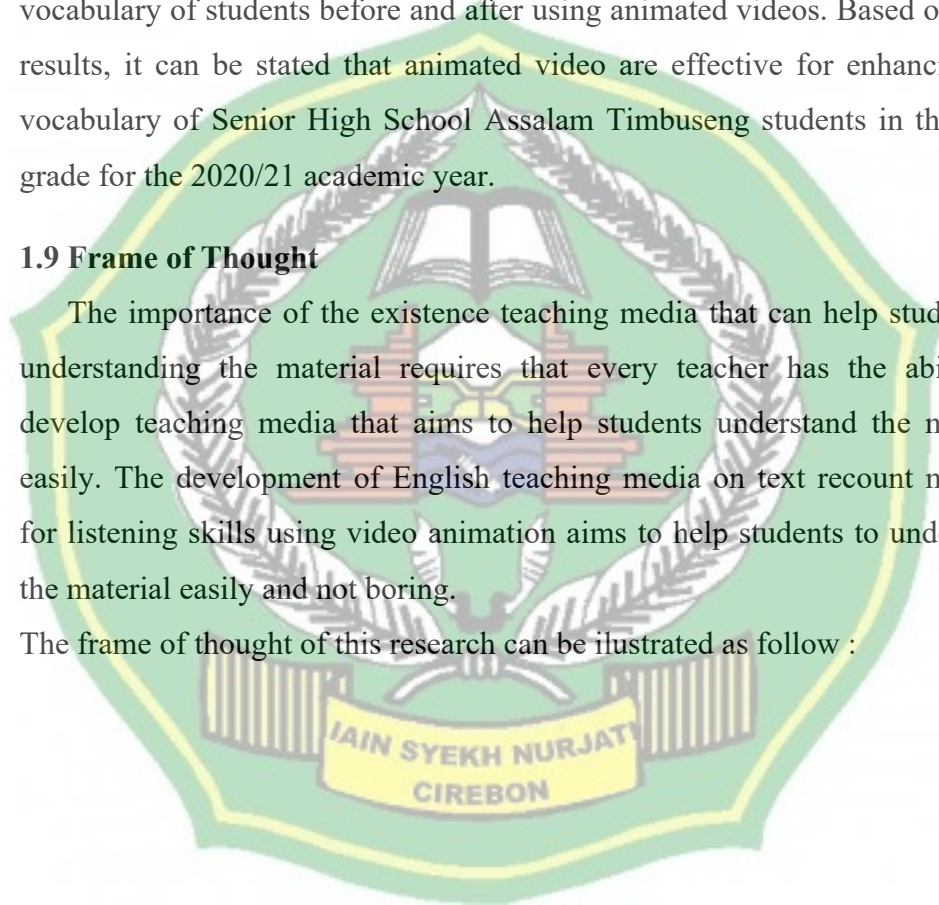
In addition, Khairat (2021) did a study to improve the listening skills of Assalam Timbuseng students in the tenth grade of the Senior High School program by employing video animations that emphasize composing narrative texts to determine the number and level of vocabulary utilized. Hearing exams were used to collect data for pre-experimental research employing quantitative methodologies. This study's sample is The Tenth Grade Senior High School

Assalam Timbuseng Academic Year 2020/21. There were 25 students in the research sample, which was collected using the Purposive Sampling Technique. The findings of this study indicate that students differed considerably before and after using video animations. The average vocabulary score of the student's pre-test increased by 17.94% to 92 on the post-test, from 72 on the pre-test. The result of the T-test revealed that Sig. (2-tailed) = 0.000 is less than = 0.05. This indicates that there are substantial differences in the vocabulary of students before and after using animated videos. Based on these results, it can be stated that animated video are effective for enhancing the vocabulary of Senior High School Assalam Timbuseng students in the tenth grade for the 2020/21 academic year.

1.9 Frame of Thought

The importance of the existence teaching media that can help students in understanding the material requires that every teacher has the ability to develop teaching media that aims to help students understand the material easily. The development of English teaching media on text recount material for listening skills using video animation aims to help students to understand the material easily and not boring.

The frame of thought of this research can be illustrated as follow :



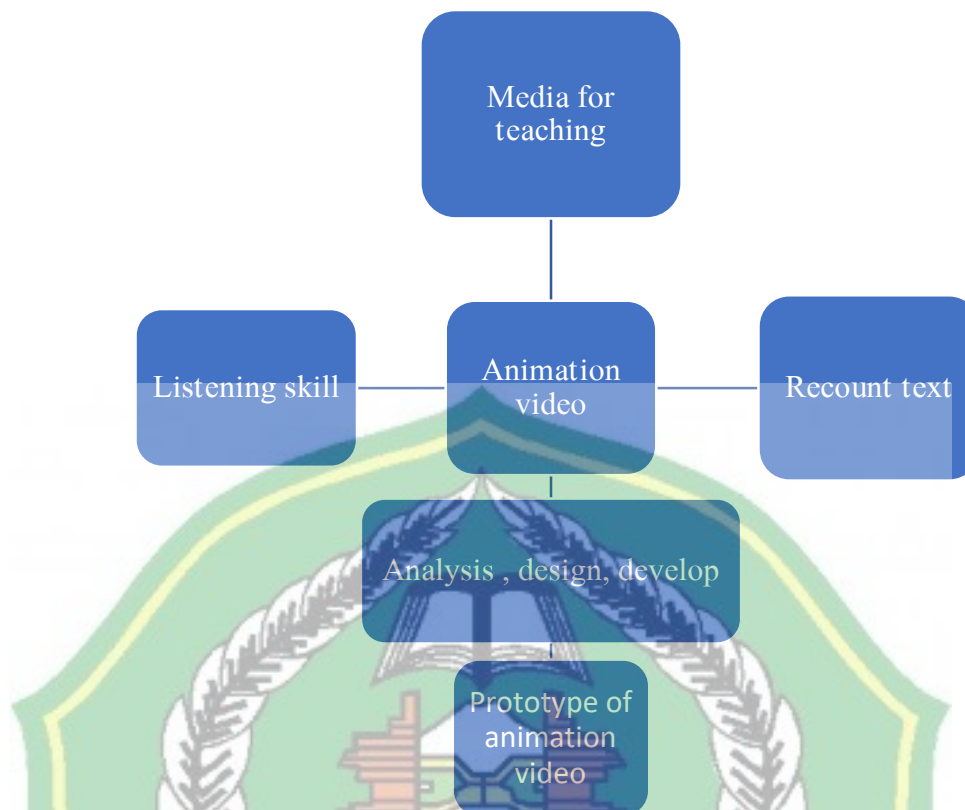


Figure 1. 1 Frame of Thought

1.10 Research Method

1.10.1 Research Design and Step of the Research

This study employs a qualitative research design and a research type that is research and development (R&D). According to Hamdi (2014), cited in Putri (2019), this strategy can be utilized in the field of education to design books, modules, teaching media, evaluation tools, and curricular models, among others (p. 28). This development research places greater attention on the products produced. The final output may consist of either new or redeveloped goods. This development research results in the production of educational products, specifically animation video teaching medium.

This research procedure adopts the Dick and Carry (1996) development model commonly known as ADDIE, which is a development model consisting of five stages including Analysis, Design, Development,

Implementation and Evaluation (Sugiyono, 2015, p.28). Researchers chose the ADDIE development model because the model is very easy to understand, has a systemic flow, is very clear and corresponds to the researcher's research.

The stages in the development of the ADDIE model are as follows:

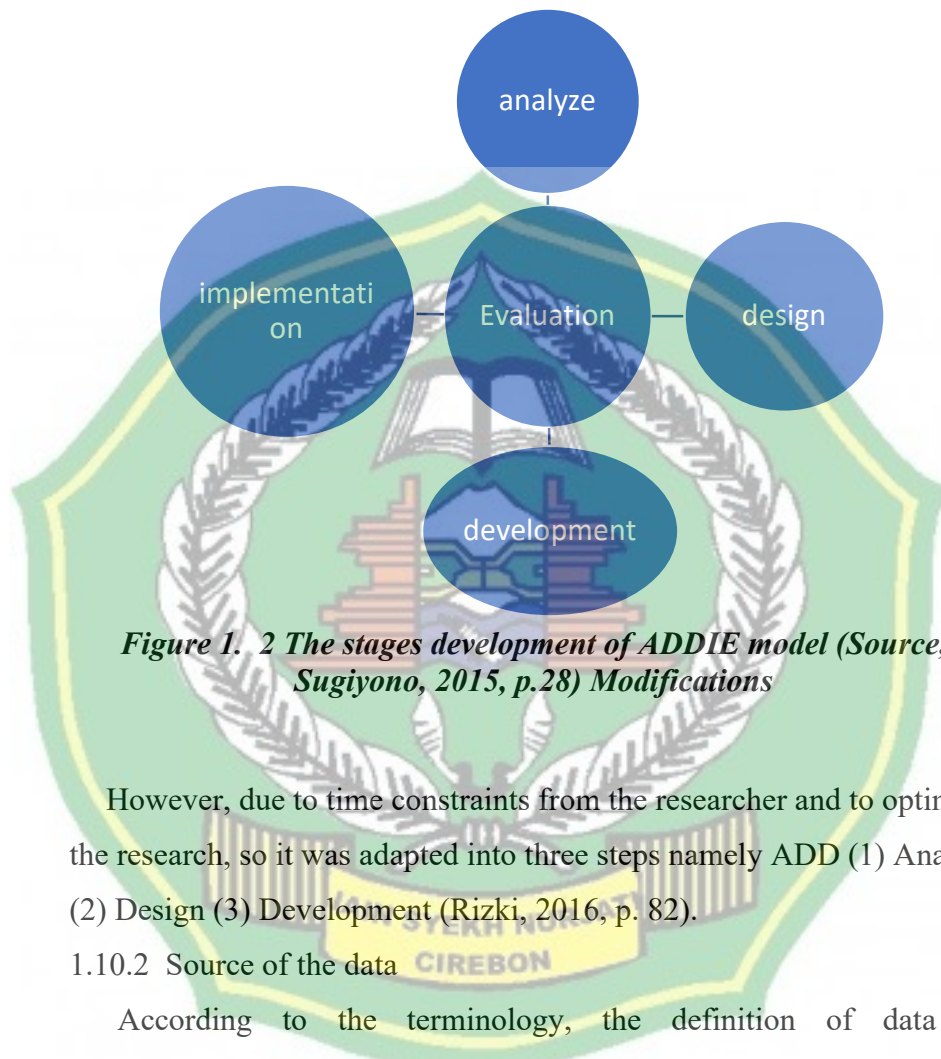


Figure 1. 2 The stages development of ADDIE model (Source, Sugiyono, 2015, p.28) Modifications

However, due to time constraints from the researcher and to optimize the research, so it was adapted into three steps namely ADD (1) Analysis (2) Design (3) Development (Rizki, 2016, p. 82).

1.10.2 Source of the data CIREBON

According to the terminology, the definition of data is a comprehensive explanation of everything associated with study. On the basis of this statement, one can conclude that data is connected information that supports a study so that a conclusion can be reached that can be maintained. While the data source is the source from which the data is received, the data source is the source itself. This study's data sources can be divided into two categories:

1. Primary data sources

Primary data sources are sources of research data obtained directly from the original data source (not through an intermediary medium). The primary data source in this study is the teacher of English subject and 10th grade students of MA Sunan Gunung Jati. Besides, researchers distributed questionnaires to 46 students and interviewed two teachers to find out students' needs related to video animation for teaching listening recount text. Researchers interviewed two teachers who had long experience teaching in the field of english. Then the questionnaire was distributed to the 10th grade students because the material about recount text was taught in the 10th grade.

2. Secondary data sources

Secondary data sources are data gathered indirectly via intermediary media (obtained and recorded by the other party). As for this study, secondary data was obtained from the study of several previous books and research journals related to animation videos in listening recount text teaching.

1.10.2 Data Collection Technique and Instrument

In this study, the writer used data collection technique in the form of interview as instruments in collecting the data. Instruments in the form of questionnaires used to obtain the information or data needed according to the needs of students. Questionnaires are tools for finding and obtaining information from participants based on their attitudes, ideas, and beliefs about a particular topic (Bulmer, 2004 cited in Wahyuningtyas, 2019 p. 15). Questionnaires are used to collect data from respondents using yes or no question. This questionnaire aims to find out the needs of students in learning using animated videos. This questionnaire was chosen because researchers want to collect a fair amount of data.

In addition, the researcher also uses interview as a data collection technique and interview guideline as an instrument. In data collection through interviews, researchers conducted guided open interviews

involving two English teachers. Researchers use interview guideline instruments because they want to get more detailed information about the need of animation video to teach listening.

1.10.3 Data Analysis Techniques

The data was collected using ADDIE as one of the research and development approaches. In addition, research and development are included within qualitative research methodologies. Thus, according to Miles and Huberman's framework for qualitative analysis, the data analysis process was separated into three primary phases: data reduction, data display, and conclusion.

1. Data Reduction

The massive volume of data must be organized and substantially reduced or changed in the first stage. Data reduction is the selection, concentration, simplification, abstraction, and transformation of data (Miles and Huberman, 2018). The author then reviewed all of the pertinent data sources for description and themes to be utilized in the research.

2. Data Display

Data display is the second step in Miles and Huberman's approach of qualitative data analysis. This phase delivers an orderly, condensed collection of data that enables conclusion drawing (Miles & Huberman, 2018). The author presented data that had been reduced to facilitate data interpretation.

3. Conclusion

In order to draw conclusions, one must assess what the studied data indicate and how they connect to the research topic. During this phase, the author infers meaning from data presented in a display. Thus, the researcher draws a definitive conclusion.

1.10.4 Research Procedure

In the development model, researchers refer to the ADDIE model, which is then adapted into the three development processes of Analysis, Design, and Development (Rizki, 2016, p. 82). The stages of its evolution will be outlined as follows:

1. Analysis

In the step of analysis, researchers determine the first requirements for developing video animation teaching media. These include student needs analysis and media analysis.

At MA Sunan Gunung Jati Losari, Cirebon, a needs analysis of students was conducted. In addition, researchers distributed questionnaires to 46 students and interviewing two teachers to acquire further information.

2. Design

At this stage, the researcher creates a product design based on the outcomes of the previous stage's analysis, including competency maps, material maps, and media scripts. The generated product is video animation for teaching listening recount text.

3. Development

In addition, during the development phase, animation video creation operations are conducted for expert validation and listening learning. The English department instructors Mr. Ahmad Rifa'i and Mr. Hendi Hidayat conduct the validation of animation videos for teaching listening.