

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is the process of receiving, interpreting, and understanding auditory stimuli, usually in the form of spoken words and other sounds. Listening skill is the ability to try to understand spoken English. Listening skill a fundamental language acquisition skill essential for effective communication and academic success. This is an active and complex skill that requires not only listening to sounds, but also understanding the message being conveyed. According to Worthington in (Sinaga et al., 2023) “ listening is an active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the topics of language arts and conversation analysis”.

Listening is a common skill in communication, especially in academic contexts and Listening has an important role in developing effective communication in everyday life relationship or academic context. Based on Merdeka curriculum, listening is one of the language skills taught in vocational high school. The KKM (criteria based curriculum) of English lesson is 75. In listening students are expected to have the ability to comprehend and understand spoken English effectively. This skill is very important for students because it allows them to understand instructions, explanations, and discussions. In fact the student is difficult in listening activities. English has a different accent and pronunciation than Indonesian which makes it difficult for students to understand words spoken in English. Students have some difficulty in listening such as student are not hearing clearly enough and do not understanding what the speaker conveyed, so make it students feel bored and not serious in learning process. Therefore, students do not actively participate in the learning process.

Based on the pre-survey that researcher conducted at SMK AL-FAJAR KASUI there are some problems that student face such as, students pay less attention in learning process, using a monotonous type of media that only provides audio, lack of confidents in their listening ability, and Students have only been given listening exercise once and lack of understanding of students to capture contained in the audio. Most students admitted to experiencing difficulties in the listening section. The student payless attention because there are no videos or images that only have audio in listening activities.

When researcher conducted a pre-survey, researcher found that most of the eleventh grade students had low score. From observing students score, researcher found that there was 1 class with 31 students in financial accounting class at Institution 1. The data showed that students' listening levels were still low, which showed the students' scores as follows:

Table 1 Pre-survey data listening score at Eleventh grade of Student Financial Accounting at Institution major of SMK AL-FAJAR KASUI

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Fairly good	66-75	0	0
5	Fair	56-65	3	9.6
6	Poor	46-55	10	32.2
7	Very poor	0-45	18	58.1
Total			31	100

Source: The English teacher of eleventh grade SMK AL-FAJAR KASUI at 31 February 2024

From the data above it can be explained that 9.6% of student with consist of 3 students listening score are categorized as fair, and 32.2% of students with consist of 10 students listening score are categorized as poor and 58.1% of students with consist of 18 students listening score are categorized very poor. Based on the data description, the data show that many eleventh grade students fall into the very poor category in listening section. This proves that there is a problem with listening skill of students in the classroom.

Dominant factors that can reduce in listening skill is the students pay less attention in listening activities because the media used does not provide images or videos so students feel bored in learning process. There are many alternative that can be used to improve the listening skill. Regarding from the problem above there is one media that can be used to listen activities there is through digital animated stories. The era of globalization has brought rapid progress development of information and communication technology, including education and learning media.

Digital animated stories inform of video is a medium that can be used to improve students' listening skills .According to Bahrani and Sim in (Putri et al., 2017) animation video is full of action and visual aids that it equals listening and speaking to produce output. It shows the understanding of the language used in the video, which is obtained by receiving linguistic input, which was the role of listening as a receptive skill. Digital animated story inform of video is a type of audio-visual media which can train students' listening skills because this can increase their curiosity and motivation in learning so that students can improve their abilities learning outcomes. According to Fitri & Ma'rifah (2022) animation in learning activities has several advantages such as increasing students' critical thinking because animation has a multi-sensory aspect, they are seeing, hearing, and speaking and also the students do not only listen the language but also they can see visually. Through this visual sight as the strength of video, it can support the students' skill on the meaning target to be gained .Otherwise disadvantages of digital animated stories inform of video is the graphics in the film move constantly while it is playing, which prevent some students from understanding the content of the film .

Based on the explanation above one of media that can be used to solve these problems in learning English, especially listening skill by using digital animated stories. By using this media it is hoped that it can improve students' listening skills and they will be more interested in learning English, especially listening through digital animated stories. The researcher used digital animated stories because according to the problem it was found that students were not interested in learning English, especially in listening learning because there were no pictures or videos.

Based on the clarification above , the researcher is interesting in examining The Use of Digital Animated Stories to Improve Student's Listening Skill at Eleventh grade SMK AL-FAJAR KASUI

B. Identification of the Problem

1. Students pay less attention in learning process
2. Using a monotonous type of media that only provides audio
3. Lack of confidents in their listening ability
4. The teacher rarely gives them the listening exercise
5. Student do not understand the message what they heard

C. Limitation of Problem

The limitation of this research is that the focus of the research is on efforts to improve students' listening skill and student's perception using digital animated story at eleventh grade SMK AL-FAJAR KASUI.

D. Formulation of Problem

1. Can digital animated stories improve students' listening skill at SMK AL-FAJAR KASUI among students? If yes, to what extend its improvement?
2. How are students' perceptions of the use digital animated stories in learning English?
3. How are the classroom situation when the digital animated stories applied in the learning process?

E. Objective of the Research

According to formulation problem, the objective of the research

1. To know the effects of digital animated stories in improve student's listening skill.
2. To find out how are the students' perception toward the use of digital animated stories to improve listening skill in learning activity
3. To understand the impact and changes that occur in the classroom environment when digital animated stories are used as a learning tool.

F. Benefit of the Research

1. Teacher

English teachers can use this media as a reference to teach English to their students. The use of digital animated stories can be used as different teaching methods in teaching activity to improve students' skills, especially listening skills.

2. Student

Through digital animated stories inform of video as learning media, students are expected to improve their English language skills, motivation and interest through videos.

3. Other Researcher

It is hoped that this research can be a lesson to find out the function of digital animated stories in learning English and to develop students' listening skills when using digital animated stories inform of video.

G. Research Scope

The scope of this research is focus on the use of digital animated stories to improve student listening skill in teaching English. The researcher will conduct this research at eleventh grade SMK AL-FAJAR KASUI.