

CHAPTER I

INTRODUCTION

A. Background

Listening is one of the most fundamental skills in English language learning and plays a crucial role in communication. According to Anderson and Lynch (2003), listening is not a passive activity but an active process of constructing meaning from spoken input. Within the context of English as a Foreign Language (EFL), listening serves as the foundation for other skills, speaking, Reading, and writing, since without adequate comprehension of spoken input, learners will face difficulties in building overall communicative competence (Field, 2008).

Despite its importance, listening is often considered the most challenging skill to master. Learners frequently struggle to recognize key words, grasp main ideas, or understand different accents and rapid speech. Darti and Asmawati (2017) stress that monotonous listening materials, such as textbook-based recordings, are often ineffective because they fail to maintain students' attention. Their study found that poor audio quality, lack of variety, and unfamiliar accents made students easily bored and demotivated. For this reason, teachers are encouraged to provide more authentic and engaging listening materials to sustain students' motivation and improve their comprehension.

This issue is also evident in the context of SMPN 63 Bandung. Based on preliminary observation in the eighth grade, students demonstrated difficulty comprehending spoken English. When completing listening tasks, many students struggled with several specific aspects of English listening. First, they had difficulty identifying keywords because English pronunciation often differs from its written form, leading students to miss important vocabulary when spoken at a natural pace. Second, they found it challenging to interpret the overall meaning of the audio, as they were not yet accustomed to processing continuous speech and connecting ideas in real time. Third, some students were unable to distinguish different speakers, especially when the voices spoke quickly, used unfamiliar accents, or overlapped

in conversation. These difficulties occurred because students had limited exposure to authentic spoken English, limited vocabulary mastery, and insufficient practice in listening to varied accents and natural speech rates. Interviews with the English teacher further revealed that students often felt bored by conventional listening activities and expressed a need for more engaging, interactive media. These findings align with those of Darti and Asmawati (2017), highlighting the importance of adopting innovative strategies that can both enhance motivation and improve listening skills.

One potential solution is integrating audiovisual media into classroom instruction. Audiovisual materials provide dual input, verbal and visual, that supports comprehension (Paivio, 1986). Harmer (2007) argues that video materials are effective because they contextualize meaning through gestures, facial expressions, and visual cues. In this regard, animated movie clips are particularly suitable for junior high school students, as they are entertaining, age-appropriate, and provide authentic language exposure. The combination of images, context, and spoken language makes animated movies an attractive medium to enhance students' listening comprehension.

Several previous studies confirm the effectiveness of movies and animated content in teaching listening. Manurung et al. (2022) found that movies helped students overcome listening comprehension difficulties and improved their learning outcomes. Similarly, Nurdiawati (2019) demonstrated that YouTube animated movies increased students' motivation and made spoken English easier to understand. Gorjian and Mohammadi (2024) revealed that animated and comic video clips created a more enjoyable learning atmosphere and led to higher achievement in listening tests. Penagos (2018) further showed that video-based worksheets combined with listening strategies enhanced both comprehension and classroom engagement. These findings collectively highlight the pedagogical potential of animated audiovisual media in supporting listening instruction.

However, research focusing specifically on animated movie clips in Indonesian junior high schools remains limited. While many studies examine the use of full-length movies or general audiovisual materials, short animated clips, which are practical for limited classroom time and provide focused input, are less explored. This study seeks to fill this gap by investigating the effectiveness of animated movie clips in improving listening comprehension among eighth-grade students at SMPN 63 Bandung.

B. Research Questions

Based on the background of the study described above, the research questions of this study can be formulated as follows:

1. What is the listening comprehension of eighth-grade students at SMPN 63 Bandung before the treatment (pre-test)?
2. What is the listening comprehension of eighth-grade students at SMPN 63 Bandung after the treatment using animated movie clips (post-test)?
3. Is the use of animated movie clips effective in improving the listening comprehension of eighth-grade students at SMPN 63 Bandung?

C. Research Purposes

In accordance with the research questions formulated above, the purposes of this study are as follows:

1. To identify the students' listening comprehension before the treatment.
2. To identify the students' listening comprehension after the treatment using animated movie clips
3. To examine the effectiveness of animated movie clips in improving the listening comprehension of eighth-grade students at SMPN 63 Bandung

D. Research Significances

The significance of this study lies in its theoretical and practical contributions to English language teaching, particularly in listening comprehension and the integration of audiovisual media into classroom practices. Theoretically, this study

provides empirical evidence of the effectiveness of animated movie clips in enhancing students' listening comprehension. By comparing students' performance before and after the treatment, this research validates the pedagogical role of audiovisual media in facilitating language learning. It highlights how dual-channel processing, verbal and visual, can foster deeper comprehension and retention of information, thereby supporting Paivio's Dual Coding Theory (1986). Furthermore, the findings contribute to the growing body of knowledge on media-assisted language learning, demonstrating that integrating animated movies is not only motivational but also effective in addressing learners' listening comprehension challenges. In this way, the study underscores the relevance of innovative teaching strategies that align with students' interests and learning styles.

Practically, this study offers valuable insights for teachers, students, and educational institutions. For teachers, the findings serve as a practical reference in selecting and incorporating animated movie clips as an alternative medium for teaching listening. The results may guide teachers in creating more engaging, contextualized, and authentic learning experiences that go beyond traditional textbook-based approaches. For students, the use of animated movie clips provides opportunities to engage with authentic spoken English in an enjoyable and meaningful way, helping them to improve their comprehension while simultaneously enhancing motivation and confidence. For schools and educational institutions, the outcomes of this research illustrate the importance of integrating modern media into English classrooms to create interactive, learner-centered environments. This approach not only enhances the quality of language instruction but also aligns with the evolving needs of 21st-century learners who are accustomed to multimedia-rich contexts in their daily lives.

E. Research Scope

This study is delimited to examining the use of animated movie clips as audiovisual media to improve eighth-grade students' listening comprehension. The research specifically focuses on determining the effectiveness of animated movie clips in enhancing students' listening comprehension at SMPN 63 Bandung during

the second semester of the 2024/2025 academic year. The study participants were a class of 35 eighth-grade students, selected through purposive sampling. A quantitative approach was employed using a pre experimental one-group pre-test and post-test design, in which the same group of participants was observed and measured before and after the treatment. The scope of the study is limited to assessing students' listening comprehension in three specific aspects: identifying the main ideas of spoken texts, recognizing specific details, and distinguishing speakers in short dialogues and narrative texts. Other language skills, such as speaking, reading, writing, and broader listening sub-skills, fall beyond the scope of this research. Furthermore, the study was conducted within a relatively short time frame of four meetings, including the administration of the pre-test, the implementation of treatments using animated movie clips, and the administration of the post-test to measure students' progress in listening comprehension.

F. Conceptual Framework

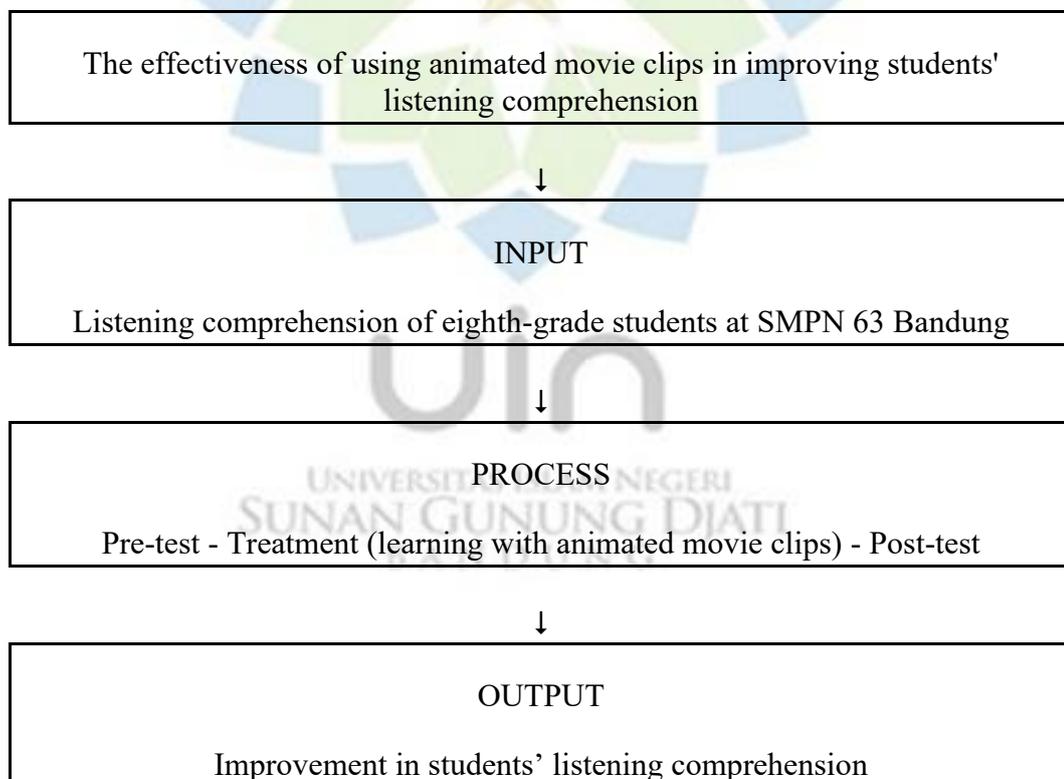


Figure 1.1 Conceptual Framework of the Research

The conceptual framework of this study represents the logical structure underlying the research. It illustrates the relationship between the variables, the stages of the research activities, and the expected outcomes. By mapping the flow from input to process and finally to output, the framework clarifies how the study is designed to answer its objectives and research questions.

In this study, listening comprehension is positioned as the input to be developed. The process involves three stages: (1) a pre-test to assess the students' initial listening comprehension, (2) a treatment through instructional intervention using animated movie clips, and (3) a post-test to evaluate improvement. Finally, the output reflects the measurable progress in students' listening comprehension after being exposed to animated movie clips. This conceptual flow ensures that the study remains systematically aligned with its overall purpose.

Listening comprehension is an essential skill for EFL learners, as it provides the foundation for other language abilities such as speaking, reading, and writing (Anderson & Lynch, 2003; Field, 2008). However, as Darti and Asmawati (2017) argue, conventional listening materials such as textbook-based recordings are often monotonous and fail to capture students' attention, leading to low motivation and poor comprehension. This problem was also evident in SMPN 63 Bandung, where students struggled to understand key words, identify main ideas, and follow spoken English during listening tasks.

To address these challenges, animated movie clips are introduced as a treatment. Animated films combine authentic spoken input with visual support, making meaning more accessible and engaging for students (Harmer, 2007). Empirical studies also confirm the benefits of using films and animations in teaching listening. Manurung et al. (2022) found that movies significantly improved junior high school students' listening comprehension, while Nurdiawati (2019) showed that YouTube animated movies motivated learners and made comprehension easier. Similarly, Gorjian and Mohammadi (2024) demonstrated that comic and animated video clips

enhanced students' listening achievement by creating a more enjoyable learning atmosphere.

The pre-test serves to measure students' baseline listening comprehension, while the post-test provides evidence of progress after the treatment. The comparison of pre-test and post-test results becomes the basis for analyzing whether animated movie clips are effective in improving students' listening skills. Thus, the output of this study is the measurable improvement in listening comprehension as demonstrated through statistical analysis of students' performance.

By structuring the research into input, process, and output, this conceptual framework ensures systematic alignment between the study's objectives, research questions, and methodology. It also highlights the pedagogical potential of animated movie clips in fostering students' comprehension, motivation, and engagement in English learning.

G. Hypothesis

In quantitative research, a hypothesis serves as a tentative prediction that can be tested through data collection and statistical analysis (Creswell, 2018). It connects the research questions with the variables under investigation and guides the process of examining whether a treatment has a significant impact. In the present study, the hypothesis is formulated to examine the effectiveness of animated movie clips in developing students' listening comprehension skills.

The use of animated movie clips is expected to provide learners with authentic spoken English input supported by visual context, which may help them better understand meaning and retain information. If animated movie clips successfully enhance students' listening skills, there should be a significant difference between the pre-test and post-test results. Conversely, if no difference is found, it would suggest that animated movie clips do not contribute significantly to the improvement of listening comprehension.

Based on this rationale, the hypotheses of this study are formulated as follows:

1. Null Hypothesis (H_0): There is no significant difference between students' listening comprehension before and after being taught using animated movie clips.
2. Alternative Hypothesis (H_a): There is a significant difference between students' listening comprehension before and after being taught using animated movie clips.

H. Previous Studies

This section reviews several previous studies related to the use of movies, animated films, and audiovisual media in enhancing students' English listening comprehension. These studies collectively demonstrate the growing role of multimedia resources in language learning, while also identifying the gap that the present research intends to address.

A study by Daulay (2025) investigated the use of audiovisual media for teaching listening skills in junior high school EFL classrooms. Using a qualitative case study design, the research explored teachers' and students' perceptions of audiovisual learning. The findings revealed that audiovisual media helped students better understand spoken English by combining verbal and visual input. However, challenges such as limited facilities, time constraints, and differences in student ability were also noted. These findings highlight that while audiovisual materials can be effective, their successful integration depends on classroom resources and instructional planning.

Similarly, Manurung, Butar-Butar, and Simbolon (2022) examined the effect of using movies to overcome listening comprehension difficulties among junior high school students. Employing a pre-experimental one-group pre-test and post-test design, the study demonstrated a significant improvement in students' listening scores after being taught with movies. The students were able to identify main ideas and details more effectively, and their overall motivation in learning English also increased. These findings suggest that movies can serve as an alternative medium to help learners overcome common listening problems.

Another study by Nurdiawati (2019) focused on the use of YouTube animated movies to improve listening comprehension. The research employed an experimental approach with junior high school students and revealed that the integration of animated movies through online platforms created a more enjoyable learning environment. Students reported that the visual cues helped them interpret meaning, while the storyline maintained their interest throughout the lesson. As a result, their listening comprehension scores significantly increased.

Further evidence is provided by Arbain, Ramadani, and Hartatya (2023), who examined the impact of conversational videos on students' listening comprehension. Using a quantitative approach, the study found that students exposed to video-based learning performed better in listening tasks than those who were taught with traditional audio methods. The study also emphasized the importance of authentic conversational input in preparing learners for real-life communication.

Likewise, Muslem et al. (2018) explored the influence of authentic English video clips on students' listening comprehension. Conducted with senior high school students, the study compared the effectiveness of video clips with conventional listening materials. The results indicated that video clips provided authentic input that enhanced comprehension and increased students' exposure to natural spoken English. This study reinforced the notion that audiovisual media can be an effective alternative to textbook-based listening practices.

In light of these findings, it is evident that audiovisual media, including movies, animated films, and video clips, can significantly improve students' listening comprehension. They not only provide authentic input but also increase motivation and engagement in the learning process. However, despite the abundance of research on movies and video-based learning, few studies have specifically examined the effectiveness of short animated movie clips as classroom media for junior high school students using a pre-experimental one-group pre-test and post-test design. Therefore, the present study seeks to fill this research gap by evaluating

the effectiveness of animated movie clips in improving the listening comprehension of eighth-grade students at SMPN 63 Bandung.

