

CHAPTER I

INTRODUCTION

A. Background of The Study

Listening is one of the important skills that have to learn by students. If they cannot understand what speaker says, they will have different understanding with the speaker. Listening is a very difficult skill, but the percentage of time spent listening is less than learning to reading and writing. Saraswaty (2018) stated that it is essential to learn languages because they allow you to acquire knowledge and information, and to successfully communicate with others.

According to the findings of the pra-cycle of observations, Language students of SMA Negeri 1 Driyorejo had problems assimilating the lesson materials. This situation was caused the students lack of vocabulary and they did not understand what native speakers said. It was supported by the students' pre-test scores. There was 3% of 100% students who could reach the minimum score criteria. There was 1 student could reach the minimum score criteria. There were 34 students could not reach the minimum score criteria. They could not reach the minimum score criteria because they still did not interest with the material and there was too noisy to listen to the video. There were many teachers still used conventional method that made students felt bored when they studied and learnt listening. The teacher rarely used various media on teaching listening. The researcher wanted to help the students' listening mastery in explanation text using English animation movie.

Adnan (2014) stated that there are many benefits of using English animation movie to improve students' listening achievement. Students could learn the correct pronunciation by watching English animation movie. Mustikanthi (2014) described that English animation movie can be used as media for teaching English. The students would not be bored in the learning process because video was a very interesting medium that provided audio and visual material that could be of interest to students. Teachers should consider animated videos when

teaching listening, as watching animated videos with audio and images made the story easier to understand. While using animation movie, students could see and understand the context of the text or story that was told.

According to the explanation above, the researcher was motivated to do research on how English animation movies could help students improve their listening skills.

B. Scope of the Research

The limitation of this research is at eleventh grade at SMA Negeri 1 Driyorejo. The researcher used English animation movies while studying and doing listening about explanation text.

C. Research Question

Based on the limitations of the research above, the research question was “How can English animation movie improve the students’ listening achievement at SMA Negeri 1 Driyorejo?”

D. Purpose of the Study

Based on the research question above, the purpose of the study is to prove how English animation movie can improve the students’ listening achievement at SMA Negeri 1 Driyorejo.

E. Significance of the Study

Practically, the findings from this study were expected to be useful:

1. **For students:** This study provided students to improve their listening skill in English by watching English animation movie.
2. **For teachers:** This study was expected to contribute to teachers, especially English teachers, by giving information to the teacher about animation movie in teaching listening. The teachers could use English animation movie for their choice to teach their students.