CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

Listening is one of the skills that have an important role in the process of learning to teach a language. This is important because it can help learners who want to learn a language. (Haryanto, 2015) Also, to achieve understanding in listening, students must be able to interact with speakers of the second language. It means that listening is a communication method that requires listeners to understand, interpret, and evaluate what they hear. To build listening skills, students can attract attention as their practice and understanding increase in vocabulary and grammar and as they learn new interaction patterns in language.

According to Afriyuninda and Oktavia (2021), there are reasons that make listening skills important to learning a foreign language, especially for students. That is, a new language learner must learn to listen in the early stages of language learning in the same way a child learns his mother tongue. In learning to listen, there is a problem that causes students' scores to decrease in listening skills because the media used by the teacher in listening practice is less successful. This can happen because the media used is less attractive and innovative to build students' interest in listening practice.

The experiment conducted by Keumala Sari (2014) used Animation Videos to develop students' understanding of listening skills, which is effective and can be an alternative means for teachers to develop students' listening skills. Boris Ramadhika (2014) also stated that the use of Animation Videos in the English learning process is effective in improving students' listening skills because Animation Videos can attract their attention.

It can be concluded that the teacher must have teaching media that can attract the interest of his students during listening practice. It means that Animation Videos can be used as media to improve students' listening skills. English teachers can use Animation Videos as media for teaching and learning English and improving students' listening skills.

The researcher found that English teachers at SMK Al-Hikmah Jepara used Animation Video as media to develop their listening skills. This can help teachers teach listening and is an appealing strategy for teachers to use when teaching listening. In this advanced information and communication era, technology can influence the educational practices of teachers and students (Abdulrahman, 2016).

Based on this statement, watching Animation Videos can improve their listening skills. Watching Animation Videos in English can increase vocabulary, especially in learning English. But if the video is too long for the learners, it will be boring for them, but it can be limited in how they watch and understand every single word that is easy for them to understand after they watch the Animation Video. By using Animation Videos as listening learning media, they can more easily understand the contents of the conversation from the Animation Video because there are moving illustrations, which certainly can help students more easily understand the contents of the conversation from the Animation Video.

Therefore, based on the explanations and statements above, the researcher wants to know students' perceptions of using Animation Videos in listening as a teaching and learning strategy. In short, the researcher assumes that Animation Video is a good media for stimulating the student's listening ability. So, the researcher wants to do the research with the title "The Tenth Grade Students' Perception of Animation Video as Media for Learning Listening at SMK Al-Hikmah Jepara." In this study, the researcher will take the tenth grade AKL 1 as participants of this research.

1.2 Statement of the Problem

Based on the statement above, the research question is stated as follows: "How is the tenth grade students' perception of Animation Video as media for learning listening at SMK Al-Hikmah Jepara?"

1.3 The Objective of the Research

The objective of the research is: "To know the tenth grade students' perception of Animation Video as media for learning listening at SMK Al-Hikmah Jepara".

1.4 Significance of the Research

The researcher hopes that this research can give advantages both theoretically and practically as follow:

1. Theoretically

The result of this study can give contribution to support the theories about the students' perception of Animation Video as media for learning listening, and give insight to researchers who might study the similar topic.

2. Practically

   a. For the students

The results of this study will be useful for students when using Animation Videos as media for learning listening skills in the learning process. So, students will be more interested in the learning process in class.

   b. For the teacher

The result of the research hopefully will be beneficial and can help the teachers to find a good way to teaching media, thus it will create a great atmosphere in teaching English at schools and also to enrich the teacher in teaching and learning process on there.

   c. For the readers

The finding of the research can be useful to the readers who are interested on watching Animation Video as a media for learning listening.

   d. For the researcher

The researcher hopes this research will help the students increasing their listening skill and hope can be useful for the students to add their vocabulary and also increasing the knowledge for the students.

1.5 Scope of the Research

This study only focuses on students' perception of Animation Video as media for learning listening. The researcher will choose the tenth grade students of AKL 1 at SMK Al Hikmah Jepara.

1.6 Operational Definition

Some words that are used in this research become keywords, to have a better understanding and to avoid misinterpretation about the terms used in this research. They are:

a. Perception

Perception is an awareness of one's opinion on a specific object, and it can express it in written or spoken form. The perception in this study is a direct response from the student of the use of Animation Video as media for learning listening.

b. Listening

Listening is capturing a sound to find out what the speaker means. It involves understanding the speaker's accent or pronunciation, speaker's grammar, vocabulary, and comprehension of meaning.

c. Animation Video

Animation Video is a modern entertainment media, it consists of moving pictures, texts, and graphics which integrated with sound