

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia has been influenced by the development of technology, teachers are required to be able to utilize technology to maximize learning outcomes. Teachers must be able to apply technology and to help students master the four skills: reading, listening, speaking, and writing. Listening is one of the hardest skills in English because it requires simultaneous skills such as decoding sounds, recognizing words, understanding meaning, and predicting the situation. Unlike reading, listening comprehension happens instantly and does not allow much time for reflection, which makes it particularly challenging for language learners.

Newton (2020) observes that listening is an active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Listening is the process of building the meaning of spoken input. This skill is essential for language comprehension and interaction. Saputra (2022) also states that listening is not only receiving what the speaker says, but also includes some activities such as producing and exhibiting meaning, determining the fair value with the speaker and replying, and constructing definition via immersion, creativities, and sympathy. In other words, it involves half of the verbal activity and plays a vital role in educational situations.

According to Nunan (2003), listening is a very active skill. Listening requires not only hearing what the speaker says but also processing the information obtained and connecting it to the previous information possessed by the listener. This is called the “Creating the meaning” process. Listening should be actively engaged during the English lesson in school. This way, students will be able to get closer to the implementation of the English language. Based on Harmer (2007), using English as much as possible during lessons can help students absorb the language more naturally. Meanwhile, based on the observation conducted by the researcher at SMP N 27 Medan, the teacher is not using English when teaching.

There are various kinds of text that students in junior high school need to learn. They are procedure, recount, descriptive, report, and narrative. Descriptive text is one of the texts that must be studied by junior high school students, where students are expected to be able to describe people, things, and places. According to Anderson (2003), descriptive text is used to describe a particular person, place, or thing. The writer is required to give details to help the reader visualize what is being described. In describing people, Anderson (2003) also states that there are 5 aspects that should be described to give a clear picture: physical appearance, clothing or style, personality traits, habits and activities, and the last is special features or unique traits. As a result of the observation conducted for seventh grade at SMP N 27 Medan in learning descriptive text of people, the teacher provides media in the form of pictures, or the teacher appoints one of the students to volunteer to be the object of the description. Specifically, in teaching listening for Descriptive text, the teacher only uses a listening audio from Youtube and based on the observation, this

is not enough for students to reach the learning objectives. And also through this learning media, students understand that descriptive text only includes physical descriptions, even though there are several things, such as personality traits, habits, and activities, that should also be part of the descriptive text. This means that learning with the media used by the teacher is not optimal in providing an overall understanding of descriptive text.

Kurikulum Merdeka is emphasized student-centered learning and the use learning media such as digital tools to support learning outcomes. However, in practice, English lessons are often delivered through traditional methods, which do not fully utilize the potential of multimedia or digital platforms. In this context, technology-enhanced learning becomes essential.

In teaching English as a foreign language, learning media is important to support the learning process. Learning media refers to all physical tools that can deliver messages and stimulate students to learn. The purpose of the learning media is to make communication and income easier. As Susilana and Riyana (2009) highlight that the learning media will benefit students by increasing their ability to perform creative activities in the learning process. Through the existence of the media, students also can experience new things and gain more knowledge.

According to Mayer's (2009) Cognitive Theory of Multimedia Learning, people learn more effectively from a combination of words and pictures than from words alone. This theory supports the use of multimedia, such as animated videos, for teaching complex skills like listening. Clark and Mayer (2016) further argue that

multimedia learning improves comprehension, especially when it provides relevant context and visual cues to aid understanding. Based on the observation and questionnaires filled out by students at SMP N 27 Medan, the researchers found out that students also prefer media provided in an interesting form, such as animation.

	16. Saya ingin mampu memahami isi teks deskriptif dalam video yang disajikan dalam bentuk?	a. Percakapan ☒ b. Animasi c. Kombinasi dari a dan b
	16. Saya ingin mampu memahami isi teks deskriptif dalam video yang disajikan dalam bentuk?	d. Lainnya ☒ a. Percakapan b. Animasi c. Kombinasi dari a dan b
	16. Saya ingin mampu memahami isi teks deskriptif dalam video yang disajikan dalam bentuk?	a. Percakapan b. Animasi ☒ c. Kombinasi dari a dan b

Figure 2.1 Students' Questionnaire

In addition, Sadiman et al. (2019) state that audio-visual media can increase students' attention, motivation, and comprehension. By using both sound and visuals, such media help clarify abstract concepts and provide richer learning experiences. Furthermore, Sari & Rahayu (2022) found that students taught with video-based media or digital media performed better in listening comprehension compared to those taught using conventional methods.

Digital media refers to content that is created, distributed, and accessed using digital technologies. There are many digital media tools that teachers commonly use in teaching listening at English classes, such as YouTube, audio podcasts, Duolingo, and Plotagon. YouTube is widely used for its extensive library of authentic videos, songs, and dialogues that expose students to native speech and

varied accents. However, it often lacks focus on specific language goals and may include distractions or unrelated content. Audio podcasts provide rich listening input and are effective for extensive listening practice, but they do not offer visual cues that help learners understand context or speaker emotions. Duolingo, a popular language learning app, includes structured listening exercises and gamified features, but it primarily focuses on vocabulary and sentence translation, which may not fully develop contextual listening skills.

In contrast, Plotagon combines both audio and visual elements in a structured and controlled environment. It is a digital animation tool that allows teachers to create cartoon-style videos with spoken dialogue, character gestures, and background settings. What sets Plotagon apart is its ability to simulate realistic conversations and bring descriptive texts to life through animated story. This helps students not only hear the language but also visualize the meaning, which strengthens comprehension. Based on the previous research conducted by Sari (2024), the implementation of Plotagon is helping students in understanding the material and can increase student enthusiasm and motivation in learning English. Alivi (2024) also emphasized that Plotagon fosters creativity and provides an innovative platform for teachers to design appealing language lessons. These studies support the use of Plotagon as an effective tool for creating immersive and meaningful English language learning experiences.

Therefore, developing audio-visual media using Plotagon for teaching listening of descriptive texts is seen as an innovative and necessary step to enhance students' listening comprehension at SMP Negeri 27 Medan. This media is expected to help

students become more engaged, understand descriptive texts better, and connect listening skills with real-life communication. Ultimately, it supports the goals of modern English language teaching, which include improving communicative competence and fostering digital literacy among students

Based on the statement above, the author recognizes the urgent need to develop innovative and engaging learning media that can help students understand descriptive texts comprehensively through listening skills. In this case, students struggle to fully grasp descriptive content when it is delivered solely through traditional method. By incorporating digital tools such as Plotagon in developing the learning media, educators can create immersive audio-visual that contain dialogue of people to deepen students understanding related to the content of descriptive text. This development aims to bridge the gap between spoken language and visual representation, making it easier for students, especially at the junior high school level, to understand and retain the key elements of descriptive texts, such as setting, characteristics, and sensory details.

B. The Problem of the Study

Based on the research background, the problem of the study is formulated as follows:

1. How is audio-visual media using Plotagon developed for teaching listening of descriptive text at seventh-grade students of SMP Negeri 27 Medan?
2. How is the validity of audio-visual media using Plotagon developed for teaching listening of descriptive text at seventh-grade students of SMN N 27 Medan?

C. The Objective of the Study

Based on the problem of the study, the objective of the study is:

1. To develop audio-visual media using Plotagon for teaching listening of descriptive text at seventh grade students of SMP Negeri 27 Medan.
2. To analyze the validity of audio- visual media using Plotagon developed for teaching listening of descriptive text at seventh grade students of SMN N 27 Medan.

D. The Scope of Study

This study focuses on developing audio-visual media using Plotagon for teaching listening of descriptive text to seventh-grade students of SMP Negeri 27 Medan. The media aims to help students get a deeper comprehension through listening to descriptive text. The teaching media is created in the form of animated videos that present dialogue between two or more people. The media also includes several listening skill exercises to measure the students' understanding of the material presented through the media. This study is developed based on the needs analysis of the learners, this motivate them to learn descriptive text. The media is also limited to descriptive content. This research was conducted with seventh-grade students of SMP Negeri 27 Medan during the second semester of the 2024/2025 academic year.

E. The Significance of the Study

The findings of this research are expected to make the following theoretical and practical contributions, as follows:

- 1) Theoretically, this research's findings can provide information, references, and theories for the reader about how to develop reading media in teaching listening of descriptive text for Junior High School.
- 2) Practically, the final product of this study is audio-visual media for teaching listening. This can be recommended for teaching descriptive text to seventh-grade students of SMP N 27 Medan, as it is developed based on their interest and willingness to listen and understand the text. In addition, it helps teachers to achieve the objectives of the teaching and learning process.

