

## **II. FRAME OF THEORY**

This chapter deal with two major points: review of previous research and secondary, review of related literature, as elaborated in the following section.

### **2.1 Review of Previous Researchs**

Putra (2012) who investigated the significant improvement of the students' listening comprehension through drill technique, found out that there was significant improvement of the students' listening comprehension through drill technique. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test.

Moreover, Dewi (2011) has investigated the use of cartoon video in increasing students' English verb achievement. She found that the students' activities improved as video stimulated and attracted more the students in learning English.

Based on the previous research above, the following had been found that the techniques such as Drill Techique, TPR, ALM, and cartoon movie could be used to improve students' activities in learning English.

However, there was, at least, one issue which had not been resolved, that was whether Dialogue Video and Animation Movie could be used to increase

students' listening activities. Therefore, this research was carried out overcome that issue.

## **2.2 Concept of Listening**

Listening is one of the fundamental language skills (Saricoban, 1999:1). Listening is the instrument through the children, young people and adults, in this case the students, to increase their knowledge and education, their information, and their understanding of the words

Subyakto (1986) states that concept of listening English is to demand students to be able to follow what the speaker have said, dialogues in English that is spoken by native speakers and able to understand the contents that are revealed. According to According to Buber (1998), the statements below explain the reason why listening is important in:

1. Understanding the difference between dialogue and monologue
2. Hearing what people mean, not just focusing on the words they use
3. Responding to a speaker's feelings
4. affecting the nature of a relationship
5. Accepting that people take in and process information differently

Based on the statements above, it can be stated that listening is one of the most important skill which must be acquired by the learner who is learning any languages. Even, there is nothing can be spoken before someone hears. In other words, listening is the ability to listen or pay attention to the information. For the importance of listening, the proportion of skills must be emphasized on listening because a listener must listen something before he/she speaks.

According to Hughes (1989:134), there are two skills involved in the listening, such as macro skills and micro skills.

### **1. Macro Skills**

In macro skills, someone should understand what someone else says, a listener has to involve listening for specific information, obtaining the point of what is being heard or the listener should identify the main idea, following instructions or directions, etc. The explanation of each term was elaborated below:

#### **1) Listening for Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect.

#### **2) Identifying the Main Idea**

Identifying the main idea of the text is one of the most important specific achievement skills. According to Hancock (1987:54), the main idea is the point of the text on paragraph. In listening, identifying the main idea is about the speaker who is trying to get the point of idea to the listener. In other words, that is what the speaker wants listener to know about. Therefore, the main idea is the important idea that the speaker develops throughout the text. .

### **2. Micro Skills**

In micro skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognize the sentence pattern (interrogative as request,

imperative, detect the part of sentence, e.g.: subject, verb, object, and preposition), recognizing function of structures, and abilities to be able to distinguish between phonemes.

Traditionally, the students are required to concentrate on comprehension listening to understand the whole information they hear in general, like in the aspect of macro skills, such as identifying the main idea and identifying the specific information.

According to James (2006:1), listening comprehension is divided into two levels, that is:

- 1) Lower levels of listening comprehension: This level included understanding only the facts explicitly stated in a spoken passage.
- 2) Advanced levels of listening comprehension: This level included implicit understanding and drawing inferences from spoken passages.

Thus, listening achievement refers to the ability to get general idea and to comprehend information from a spoken passage people hear. Since the material given in a form of conversation has familiar vocabularies, the material can create good condition that enable the students to understand the information they hear.

In this research, the researcher used macro skill to do his research whether there was a significant improvement to listening object which included finding the specific information and identifying the main idea.

### 2.3 Teaching Listening

Suyanto (2007:54) states that listening is the most important skill that must be acquired by the learner and it always comes first before the other skills do. In short, if someone wants to speak, he/she actually should get the information what he/she wants to say and the information of the verbal communication.

In addition, he stated that the purposes of listening are:

1. To get a direction or command to do something.
2. To get an information or the answer of what the listeners' need.
3. To get the message which is given orally.

Moreover, Suyanto (2007: 56) adds some of directions that can be used teachers to develop students' listening skill.

1. The teacher has to control the materials that is given in the listening class.
2. The teacher has to give the material fluently.
3. Sharpen teacher's skill to get more materials which is given to the students.

Moon (2000:14) states, in a foreign language situation, students depend on the school environment for input. So, teachers may be the only source of language, which make their role in students' language learning very important. Besides that, according to Finocchiaro (1973:55), the teacher needs to follow the three essential steps in teaching listening and the students are expected to be able to produce native sounds. Those steps are to make the students able to:

- a. Hear the sound. The students hear the information from the speaker in verbal communication.
- b. Identify the sound. The students make sense out of the information by using their background knowledge or their former experience. Moreover, if they consider it new, they keep it in their mind.
- c. Produce the sounds. The students, after identifying the information, have to interpret the data and respond to the speaker as the reflection that they receive the information by using the means of language (speaking).

In relation to the statement above, in language learning, the learners must concentrate on listening achievement because listening achievement is experienced first.

Furthermore, the objective of teaching listening achievement is to help the students listen to the foreign language with such a feeling of confidence. So that they are able to ask questions, just like a competent native listener when they have failed to understand something (Sankoff, 1980:47). Good listener is not someone who understands correctly all of the time. Good listener is someone who constructs reasonable interpretation on the basis of an underspecified input and recognizes when more specific information is acquired. Active listener asks for the needed information. The goal is producing active listener.

Furthermore, listening achievement according to Spencer (2003) in Kusumarasdiyati (2004:3) is concerned with cognitive processes that interact actively in simultaneous manner. Nevertheless, cognitive aspect should be

combined with affective aspect. In this sense, imagination can perform its function as an affective aspect which can facilitate the achievement in listening.

Concerning the statement above, it is assumed that in teaching learning activity, the learner must be an active listener. Therefore, to train the students to be an active listener, there should be many listening activities in the form of target language dialogue which was delivered by the teacher through speaker and LCD projector to practice their listening achievement.

#### **2.4 Dialogue Video**

Dialogue Video is the video that contains about two or more persons who are doing conversation. The picture of dialogue video is real and the dialogue of the video contains about daily life. Dialogue video aid concerns with both learner's sight and hearing. Suleiman (1988:11) states that audio visual aids can be defined as a number of aids which are "audible" (related to audio sense) and "visible" (related to visual sense). The aim of using Dialogue Video aids is to make the communication process be more active as well as increase students motivation in learning.

According to Levie in Arsyad (2006:12), visual and verbal stimulus cause better result of learning. Visual stimulus may give positive effects in learning dealing with memorization, recall and association. On the other hand, verbal stimulus may affect positively on learning dealing with sequential memorization. Moreover, Pavio in Arsyad (2006:12) call this as "dual coding hypothesis". Thus, it can be said that learning by use "double-sense" (audio and visual) give advantages for

the students. They learn better if they use audio and visual sense simultaneously rather than when they use them separately.

The interaction occurred during the teaching learning process can be influenced by the environment, such as teacher, students, stakeholder, curriculum, teaching material, media, etc. In development of education and technology, a teacher is claimed to be able to use teaching aids or media provided by the institution. In other words, a teacher must potentially have enough knowledge and ability about teaching aids (Arsyad, 2006:4).

The implementation of media can facilitate the teaching learning process. If well implemented, media can contribute to the success of the process.

According to Kemp and Dayton in Arsyad (2006:25), the use of media in teaching learning process can give positive affects such as:

- 1) make a teaching learning process run systematically.
- 2) increasing students' motivation in learning.
- 3) creating n interactive classroom.
- 4) facilitating students to understand teacher's instruction.
- 5) reinforcing students' understanding toward the context of the lesson.

Moreover, Arsyad says that teaching media are equipment used to deliver a lesson such as book, tape recorder, cassette, video camera, video recorder, film, slide, picture, graphic , television, computer, etc. Thus, media are component of learning sources that motivated students to learn.

In this research, video was used as the media in teaching listening by the reason that video provides some benefits which could facilitate learning such as: the authenticity of the language, the provision of cultural context, the existence of visual support and enhancement of motivation.

## 2.5 Animation Movie

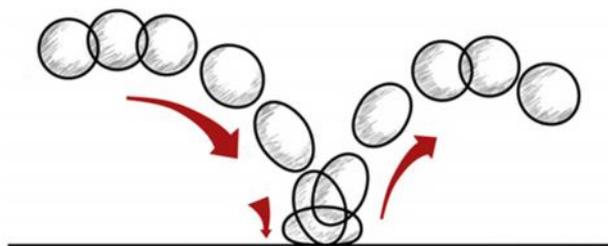
Johnston and Thomas (1981) stated that there are three major items that are important in making animation movie. The following principles below were the main principles of animation.

### 1. Squash and stretch

"squash and stretch" purposes of which is to give a sense of weight and flexibility to drawn objects. It can be applied to simple objects, like a bouncing ball.

In realistic animation, however, the most important aspect of this principle is the fact that an object's volume does not change when squashed or stretched. If the length of a ball is stretched vertically, its width (in three dimensions, also its depth) needs to contract correspondingly horizontally. The example of squash and stretch is in picture 2.1.

**Picture 2.1**



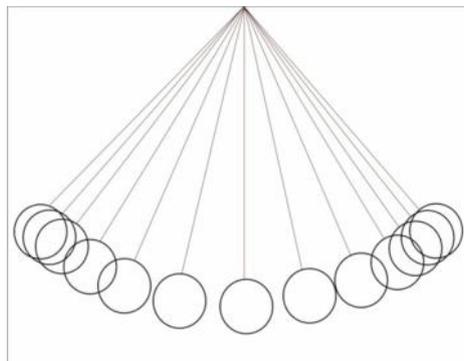
<http://www.animdesk.com/the-principles-of-animation-squash-and-stretch>

In Picture 2.1, it showed that when the ball bounced, the shape of the ball change from complete shape into oval shape and back to complete shape when the ball was not on the ground.

## 2. Slow in and slow out

This principle described about the movement of the picture, and most other objects. Slow in and slow out is required to look the picture more realistic motion in animation movie. The example of slow in and slow out is in picture 2.2.

### Picture 2.2



<http://www.splinebomb.com/tag/slow-in-slow-out/>

Picture 2.2 showed the pendulum moved normally and it changed slowly when slow in was used. It was necessary to give the picture more real.

## 3. Secondary action

Secondary actions to the main action gives a scene more life, and can help to support the main action. The important thing about secondary actions is that they emphasize, rather than take attention away from the main action. If the

latter is the case, those actions are better left out. In the case of facial expressions, during a dramatic movement these often go unnoticed. In these cases it is better to include them at the beginning and the end of the movement, rather than during. The example of secondary action is in picture 2.3.

**Picture 2.3**



<http://www.icodeguru.com/Flash/MacromediaFlash8Bible/BBL0093.html>

When the character moved from the first movement to the second one, the picture changed constantly and the appearances of the character changed from the second movement back to the first one.

## 2.6 Teaching Listening through Dialogue Video

Based on Suliani (2004), dialogue video is two way communication that can be used as the teaching media. Teacher can use the dialogue video in teaching, organizing the discussion, arranging question-answer from one student to others, and the teacher can re-play the scene that is unclear to give more explanation.

According to Arsyad (2006) teaching is described as “training process” which aims to develop students’ ability to communicate. Teacher should be creative in

order to create the classroom communication situations relevant to students' daily life to motivate their learning and to encourage the participation in activities. Moreover, the teacher should also be creative in using technical innovation that can improve students' motivation which leads to promote their achievement of learning. Learning a language involves the integration and manipulation of many skills, but mainly those regarding listening and speaking, which play an active and important part in the communication process. The increase emphasis on communicative teaching has lately made the listening and speaking skills a target of growing attention. They are no longer considered as passive skill, but a vital component that must be mastered in language teaching.

Karlina (2010:12) defines listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). Listening achievement was more than extracting meaning from incoming speech. It was a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text of an utterance, the process was facilitated considerably because listeners could activate prior knowledge and make the appropriate inferences essential to comprehending the message.

Listening achievement could be developed by using some innovations of media in teaching learning process, such as video. As mentioned before, video had some

advantages as a teaching listening tool. Video provided a combination of visual and audio stimuli that can promote the achievement.

According to Harmer (2007) there are five popular techniques deal with the use of video movie in teaching the language skills, they are:

### **1) Silent Viewing Technique**

In silent viewing, teacher can turns off the volume control of video to make use of the visualization. Watching a video sequence without the soundtrack does mre than activating learners' schema and prior experince in interpreting what they see. Without the 'distraction' of the spoken words, learners can focus on the essence of communication among people: body language, gestures, facial expression, and the setting. Learners are motivated to use english by visualizing this common need to communicate irrespective of the spoken language. In their second with the 'on' sound, they are better able to fit the language they hear into the context they have built in their silent viewing.

### **2) "Sound only" technique**

Teacher can either adjust the brightness control to yield a completely darkened screen or use the audio of the video. Learners can listen to background noises and the accompanying dialogs to predict what is happening (what are the characters doing or where are they, etc). This is most effective when sound effect directly indicates particular locations or activities, e.g. the sound of approaching train and the ringing of a telephone.

Learners can confirm their guesses by viewing the video straight after listening.

### **3) Freeze Framing technique**

Freeze framing means stopping the pictures, using the freeze-framing, still or pause control. Freeze frame was useful of pronunciation and grammar practice. Stop the video when character had used an intonation pattern, grammatical structure, or idiom that the teacher wanted the students to practice. Rewind slightly so that they can hear the utterance again, and repeat along with following the character voice.

### **4) Jigsaw Viewing technique**

Jigsaw viewing aims to create a situation in which learners have to collaborate in working out what is actually happening on the video. Besides generating a lot of interaction among learners, this can also help them appreciate the value of peer support in the learning process. Jigsaw viewing can be set up by making half of the class do silent viewing while the other half only listens to the soundtrack of the same segment in another room. Teachers can provide viewing and listening task sheets to help learners record information. When the class reunites, viewers and listeners then work in pairs to arrive at the original 'story' by sharing the information they have each got.

### **5) Normal Viewing technique**

Normal viewing means watching video with both sound and picture. It actually did seem to fit the label of the video technique. It qualifies, however, as a technique in an educational sense: the teacher is choosing to show the

video in this fashion in order to give students the visual and audio information they need to complete.

## **2.7 Procedure of Teaching Listening through Dialogue Video**

The researcher gave treatment to the students by teaching listening comprehension through dialogue video. The researcher applied the teaching procedure as follows:

### **1) Pre activities**

- a. The researcher prepared model of dialogue video.
- b. The researcher greeted the students.
- c. The researcher lead the students to the topic by asking some questions related to the topic presented, and then asked them to answer those questions together.

### **2) While activities**

- a. The researcher gave a scene of dialogue video.
- b. The researcher asked the students to listen carefully.
- c. The researcher asked the students to identify the most important part of the video.
- d. In listening through dialogue video, the teacher should prompt the students to tell about :
  - i. Identify main idea
  - ii. Specific information
- e. The researcher gave the test.
- f. The researcher asked the students to answer it on their answer sheet.

### 3) Post activities

- a. The researcher asked the students to express their problem in comprehending the dialogue.
- b. The researcher gave the students evaluation.
- c. The researcher checked the students answer sheets and gave score.

## 2.8 Concept of Teaching Listening through Animation Movie

Animation Movie is an alternative media that can be used in listening activity. Before implementing Animation Movie in teaching learning process, people might know the three stages or steps that undergo during the lessons; *previewing, while viewing, and post viewing*. (Allan, 1984; Underwood, 1989) in Kusumaradiyati (2004:5). A description of each stage is elaborated below.

### 1) Previewing

It is a common practice in instruction on language decoding (including listening) that at this beginning stage the teacher spends a sufficient amount of time helping the learners build the appropriate schemata to facilitate comprehension. Some previewing activities were associated with developing learners' achievement strategies and preparing students 'to see the video' by means of activating schemata of learners' background knowledge. These activities might include:

1. Telling the students about the movie they were going to watch, e.g.: had you ever watched the movie before? Or did you like watching fairy tale movie, etc.

2. Conducting a class discussion about the movie, e.g. the title, the setting the relevance vocabulary found in the movie etc.
3. Asking students to make and write the prediction about what happen in the video.

## **2) While viewing**

In this stage, the video played more than once. The aims for watching the video at first and the next probably different. In the first viewing the video might be played with off sound and the students were asked to confirm the prediction. The second viewing was the step for providing the information and presenting or reinforcing language. Students had to make a note about the content of the video, this included the information they had either listened or seen.

While watching the video, teacher can assigned students to do such of the following activities:

1. Watching for relaxation without taking notes;
2. Identifying and taking notes the general topic of each items;
3. Watching the movie, taking notes, and answering 5 W 1 H questions related to the movie;
4. Checking the information they notedd down with their partner or group;

### **3) Post viewing**

Post viewing activity aim at encouraging and stimulating the use of newly acquired knowledge that came after the students watch the video. In this stage, the activity was focused on practicing the language and discussion about the content of the video, such as doing listening achievement task.

## **2.9 Procedure of Teaching Listening through Animation Movie**

In doing research, the researcher gave treatment to the students by teaching listening comprehension through animation movie. The researcher applied the teaching procedures as follows:

### **1) Pre activities**

- a. The researcher prepared model of animation movie.
- b. The researcher greeted the students.
- c. The researcher lead the students to the topic by asking some questions related to the topic presented, and then asked them to answer those questions together.

### **2) While activities**

- a. The researcher gave a scene of animation movie.
- b. The researcher asked the students to listen and watch carefully.
- c. The researcher asked the students to identify the most important part of the movie.

- d. In listening through animation movie, the teacher should prompt the students to tell about:
  - Identify main idea.
  - Specific information.
- e. The researcher gave the test.
- f. The researcher asked the students to answer it on their answer sheet.

### **3) Post activities**

- a. The researcher asked the students to express their problem in comprehending the movie.
- b. The researcher gave the students evaluation.
- c. The researcher checked the students answer sheets and gave score.

## **2.10 Theoretical Assumption**

From the reviews of frame of theories above, both Dialogue Video and Animation Movie were media that can be used in teaching listening. However the researcher assumes that teaching listening through Animation Movie is better than teaching through Dialogue Video, because animation movie gives better picture that stimulated the feeling of interest of the students to develop skill of listening. By using Animation Movie, hopefully the students can give more attention because Animation Movie gives more impact based on picture, motion, sound, and the way of story. Meanwhile dialogue video just give some real pictures, sounds and content of story.

## **2.11 Hypothesis**

Based on the frame of theory and theoretical assumption above, the researcher formulated the hypothesis as follows:

1. There was a significant difference of listening achievement of the eleventh grade students who are taught through Animation Movie and those taught through Dialogue Video at SMA N 12 Bandar Lampung.
2. The media of Animation Movie was better than Dialogue Video media in teaching and helping the students increase their listening achievement of the eleventh grade at SMA N 12 Bandar Lampung.