

II. FRAME OF THEORIES

This chapter consists of several concepts that relate to the research. This chapter explains about review of previous research, concept of listening, listening comprehension, teaching listening, audio visual aid, video as teaching media, teaching listening through video, procedure of teaching listening through video, the use of video, advantages and disadvantages of using video as teaching media.

2.1 Review of Previous Research

Video as media in teaching listening comprehension have been a focus of several language studies. The researchers believe that there are many advantages of using as media in teaching listening. They believe that it can develop listening skills. It reinforces grammar and vocabulary. It stimulates language production such as speaking.

According to Putri (2010) video can increase students' ability in understanding meaning of the text in terms of identifying main idea, specific information and inference. In her research, she finds that video has effect to increase students' participation in listening class. Other research by Rahayu (2007) also finds that video

is effective to improve students' listening comprehension. In Putriani (2013) also finds that there was a significant increase of students' achievement in listening comprehension taught through video.

In Karlina's research (2010), she conducts a comparative study of students' listening comprehension between audio tape and video as teaching media. In his comparison study, she finds that the use of video can increase students' motivation and students' listening achievement. From the data that she gets, the students' average score in video is significantly higher than students' average score in audio tape. It shows that teaching listening through video is better than using audio tape as media.

Considering the previous research above, video can be used as a media and it is effective to teach listening in classroom. Beside, to find whether the significant increase of the student's listening comprehension. The different between this research and other previous research was this research focuses on the five aspects of listening and students' problem in listening. In addition, the researcher uses news items material.

2.2 Listening

Listening is one of the most important and fundamental skills in learning language. Listening skill is needed to help listeners in understanding what someone says before they respond or reply it. As Rost (1994) points out that listening provides input for the learner. It is why listening is vital in the language classroom. If there is no input

for learner, any learning cannot start that will lead to speaking. It means that listening is fundamental to speaking and other language skills. Listening skill provides an input will affect to speaking skill and then develop to the next skills.

Lukong (1998) defines that listening is an active process where the listener plays very active part in constructing the overall message that eventually exchange between listener and speakers. It means listener is required to be active to understand the meaning of the message that sent by the resources.

Hughes (1991) mentions two skills in listening that work together and involve. They are macro skill and micro skill of listening.

2.2.1 Macro skill

Macro skill simply means understanding what someone says, but in this skill listener has to understand three essential things like getting main idea of the text, and listening for specific information. And this research will focus on macro skill that deals with getting main idea or gist of the text, listening for specific information and identifying reference and vocabulary. Each term will be explained below:

a. Identifying the main idea

It is the most important to identify the main idea of the text/message. Main idea can be defined as the essential part of matter, or the central idea. In other words, main idea or gist tells what the conversation or text is about. It is like a big picture not the

details. In order to get the main topic, the listener should listen well to the text. It need more attention to listen and should be careful to find the main idea from text.

b. Identifying specific information

Putriani (2013) states that specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause and effect statistics and quotation. In order to understand the text, listener should listen well to get the specific information to the text. The information can be facts, comparison, analogy, cause and effect statistics and quotation.

c. Identifying inference

Inference refers to a prediction about something untold from the information of the text. An inference can be made when the requisite general knowledge necessary to make that inference is available (Cain and Oakhill, etc, 2001).

d. Identifying reference

References are words or phrases used either before or after the reference in comprehension material. When such word are used, they are signals to the listener to find the meaning elsewhere in the text. (Putriani, 2013:13)

e. Vocabulary

Napa said (1991:6) that vocabulary is one of the language components and that no language exists without words. Vocabulary is fundamental for everyone in learning language. In listening, vocabulary becomes one of important aspects that listener should notice.

2.2.2 Micro Skill

Listening is not only getting main idea of the text, identifying specific information, identifying inference or vocabulary. Listening also means interpreting intonation pattern (stress and rhythm) and recognition of faction of structure, detecting sentence constituent, or recognizing discourse maker detecting sentence constituent, or recognizing discourse maker. In addition, micro skill means evaluating and analyzing listening process. Danaher (1994:2) states that macro skill of listening within the foreign language learning is the most important skill for the beginner students, in order to prepare them for speaking and later for reading and writing. The researcher will focus on the aspects of listening in term of identifying the main idea, specific information, reference, inference and vocabulary from the text to developing students' listening comprehension.

Based on explanation above, listening is an active process of understanding or comprehending messages from what the listener heard. Listening provides input for learner. Listening is one of most important skill in language that has influence to develop other language skill such speaking.

2.3 Listening Comprehension

Listening is about identifying and understanding what speakers say, getting the message of the oral text. Listener concentrates to the message that sent by speaker in oral form. Richard (1995) as cited in Karlina (2010:10) says that comprehension is

the process by which a person understands the meaning of written or spoken language. In addition, James (2006) states that listening comprehension refers to understanding spoken language. Thus, listening comprehension means the ability to get and understand the meaning of the message from spoken language.

According to Hedge (2000) divides listening process into two classifications, they are bottom-up process and top-down process.

1. Bottom up process

Bottom up process refers to decoding process. The decoding of language into meaningful unit, from sounds waves into meaning. The listener relies on the language in the message that is combination of sounds, words, and grammar that creates meaning. The bottom up process might include: *1) listening for specific detail, 2) recognizing word order pattern, and 3) recognizing cognate.*

2. Top down process

In top down process, the listener taps down into background knowledge of the topic, the situation or the context, the type of the text and the language. The background knowledge activates a set of expectation that helps the listeners to interpret what is heard and anticipate what will come next. The top down process include: *1) predicting, 2) identifying the speaker, 3) evaluating the themes, 4) finding the main idea, 5) finding the supporting details, 6) making inference and 7) getting the gist of the sentence.*

Wong (2005:4) states that the way of learning listening by focusing on how to get the main idea, the gist of meaning in listening material even when it is clear that the learners have not been to identify may speech sound is often called the top down processing. This approach will help students to identify or find main idea, specific information, inference and vocabulary in order to develop their listening skill. The researcher will focus on top down approach because this approach is appropriate to use to develop their listening comprehension.

2.4 Teaching Listening Comprehension

There is much information that we can get by listening, this is why listening is very fundamental in language learning. It is important to understanding what we hear to gain such information. Brown (2001:247) states that in classroom, students always do more listening than other skills like speaking, listening competence is “larger” than speaking competence. It means that listening takes big portion in language learning.

In teaching listening, teacher needs to help students in developing students’ listening skill. In fact, teacher always focuses on speaking or reading in teaching second language. Teacher should pay attention to this problem, because listening is fundamental and important. Listening should come first in acquiring foreign language. Before students try to speak or respond to the message, they should get comprehensible input through listening.

According to Swift (2007:18) teaching listening suggest that we need to take a more active approach to improve listening abilities, by focusing on the specific problems that the students have and planning listening activities, which will help to resolve the problem. It means the teacher are expected to able to choose and apply appropriate approaches, method, or teaching aid to develop students' listening comprehension.

Cited from Christine Switzer's article on synonym.com about modern methods of teaching listening skills, there are some methods can be applied to develop students' listening skill.

a. Interpersonal Activities

An effective way for students to develop better listening skills is through interpersonal activities, such as storytelling and interview. Teacher assigns the students to small groups, and then gives them a particular listening activity to accomplish.

b. Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. It is simple group activity. In first part, teacher divides students into large groups and ask student to learn one interest of other group members. Encourage them to ask clarifying questions, allow students take notes if helpful. However, as time passes limit students to writing notes after the completion of the first part of the group activity. For the second part, students sit in a large circle and then one by one student share the name and the interest of the group members.

c. Audio Segments

The usual method is listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. Teacher should model this interactive listening process in class with students, and then instruct them to repeat the exercise on their own.

d. Video Segments

Video segments are helpful resources to improve students' listening skills, including short news, clips, documentary, interview segments, and dramatic and comedic material. As with audio segments, the length of the video segment is dependent on the skill level of the students. First, watch the video in silent sound and then discuss it together. Then asking the students to identify what they think will be the content of the segment. Then, watch again with sound, ask students to take notes. After that, teacher asks students to write a summary of the video, or teacher can take time to discuss it.

e. Instructional Tips

Keeping a few key instructional tips in mind that will help teacher and students manage the learning process. One, keep the expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep the directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to

their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

There are many effective methods to teaching listening to increase students listening skill. In this research, the researcher will use video as a teaching aid to develop students' listening comprehension. The researcher will apply video as teaching media because video brings benefits such as the authenticity of language, the provision of cultural context, and the existence of visual support and enhancement of motivation.

2.5 Audio Visual Aid

When there are an interaction between learner and his environment, learning process happens. In formal education, the environment can be teacher, students, curriculum, teaching material, media, etc. According to Putri (2011:20), in development of education and technology, a teacher is expected to be able to use teaching media provided by the school/institution. It means that teachers are required to have knowledge and ability to use media in teaching learning process.

The use of media or teaching aid has an impact in teaching learning process. Media as teaching aids also determine the success of students' learning process. According to Arsyad (2006), there are many positive effects gave by the use of media in teaching learning process, such as:

1) Make a teaching learning process run systematical,

- 2) *Increasing students' motivation in learning,*
- 3) *Creating a interactive classroom,*
- 4) *Facilitating students to understand teacher's instruction,*
- 5) *Reinforcing students' understanding toward the context of lesson.*

Teaching media that are used to deliver a lesson can be book, tape recorder, video, film, slide, pictures, graphics, computer, and many more. Thus, media are effective equipment that delivers a lesson to the students and it motivates students and help students to learn.

Teaching aids are divided into two kinds, they are visual aids and audio-visual aids. Commonly, these teaching aids used to help teacher in teaching learning process. Visual aid concerns with the learner's sight sense. In the other hand, audio-visual aid is combination of learner's sight and hearing. Therefore, these teaching aid both visual and audio-visual aids are effective in teaching listening skill.

Arsyad (2002) states that visual and verbal stimulus cause better result of learning. Visual stimulus can give positive effect in learning dealing with memorization, recall and association. On the other hand, verbal stimulus can give positive effect in learning dealing with sequential memorization. Double-sense learning will make students learn better rather than they use audio and visual sense separately.

Based on the statement above, the researcher concludes that the use of audio visual aids is effective and useful to help teacher to bring the material to students.

2.6 Video

Video is one of audio-visual aid that concerns with learner's sight and hearing sense and can be used in language teaching. In teaching listening, video provides visual stimuli that can lead to and generate prediction, speculation, and chance to activate students' background schemata. Audio-visual equipment used by teacher to transfer the concept, idea and experiences in order to make students understand the material taught. Sadiman (2005:29) defines that video is storage of pictures and sound information system where audio-visual signal is not only recorded on magnetic tape but also on disk. Video disk allows the teacher to do: 1) *reverse and fast forward*, 2) *speed or slow motion, upward or backward*, 3) *single frame, upward or backward*, 4) *speech search facility* and 5) *stereo sound*.

Furthermore, Gill (1984) in Putri (2011) cited that video used in language classroom should possess the following features:

- **Freeze-frame device (still frame facility)**

This feature is effective for: 1) prediction of language used in the frozen sequence of language that will be used or action that occurs after the frozen sequence, 2) repetition of dialog during the second viewing, 3) discussion of the setting who are involved in the video, where are they. Etc

- **Memory button**

The feature is useful for locating the beginning of a recording. Memory button utilize the counter memory to locate various points on the tape. This will

mean that the teacher will be able to locate the beginning of an episode quickly and without wasting too much time.

- **Speed Search Facility (fast picture, shuttle search, sue and review)**

The feature allows the teacher to speed through the tape forward and backward at between five and times normal play back speed. The picture remains on the screen while this is taking place and thus this is an extremely helpful facility I locating a point quickly and accurately on the tape.

- **Remote Control Handset**

This allows the teacher to control the video from anywhere in the classroom and is especially useful for group works.

Based on the previous definition, video is a kind of audio-visual technology that consists of pictures and sound information system. In this research, video will be used as media in teaching listening skill.

2.7 Teaching Listening through Video

Teaching is defined as the activities or process to help students to develop their ability. This is important for teacher to be creative to build classroom situations that can motivate students and encourage their participation in teaching learning process. It also means that teacher should be innovative in using media that can improve students' motivation and achievement in learning.

Listening is not only a passive skill; it is also a vital part of language skills that must be mastered by students. Listening comprehension is the process to get and understand the meaning about the topic. Listening comprehension can be developed by using media in teaching learning process, such as video. As explained before, video provides visual and audio stimuli that promote students' listening comprehension. As Putriani (2013) says that, the use of video is appropriate media to attract the students' attention and the students' interest in understanding the unknown words since the teaching language through video makes language more alive and meaningful and helps to bring the real world into the classroom. Teaching listening through is good to be used in classroom because video can stimulate and motivate students' interest.

2.8 Procedure of Teaching Listening through Video

In developing students' listening comprehension, the researcher will present the application of video as media in teaching listening. The aim of the research is to increase students' listening achievement and students' motivation.

The procedure of teaching listening comprehension through video is conducted as following steps:

Pre activity

- Teacher greets the students, checks students' attendance list, and prepares the class

- Teacher brainstorms the students by asking question based to the material
- Teacher asks several questions to stimulate students' background knowledge
- Teacher tells the material will be learned (News Items)

While Activities

- Teacher explains about news items text (definition, social function, example)
- Teacher views video without the sound.
- Teacher asks students to make prediction about the video
- Teacher divides students into 5-6 groups
- Teacher plays the video
- Teacher asks students to make a notes about the specific information based the video
- Teacher gives question related to the video and asks students to discuss in-group.
- Teacher plays the video again with subtitle and asks the students to fill the blank in video subtitle
- Teacher asks students to presents their work
- Teacher evaluate the students' work

Post Activities

- Teacher discusses the students' work and asks for students' answer. If there is mistake in answering questions, the teacher gives correction.

- Teacher asks the students about material that have been taught
- Teacher concludes the material and closes the meeting

2.9 The Advantages and Disadvantages

There are some advantages and disadvantages of using video in teaching listening.

1. Advantages

- Video brings language in the context of life in realistic setting to the classroom
- Video is an excellent medium for use in language classroom. It is so close to language reality containing visual as well as audible cues. (Karlina, 2010:33)
- Video generates students' excitement then increase students' motivation.
- Video provides practice in listening comprehension.
- Video help students increase their comprehension skills. Visual media makes students can guess meaning of new words and meaning. (Putriani, 2013:23)
- Video offers foreign language learners a chance to improve their ability to understand comprehensible input. (Canning Wilson (2000)
- Video helps learner in improving comprehensible and aid in the retention of information (Canning-Wilson 2002:2)
- Video can be controlled present to a group of students, individuals or self-study.

- Video can increase awareness of target cultures, and strengthen audio visual linguistic perception simultaneously (Canning-Wilson 2000:2)

2. Disadvantages

According to Putriani (2013:23), the use of video has some disadvantages.

- It takes time for the teacher to preview authentic video.
- It is difficult to find and select videos and then to prepare activities for learners.
- The use of video depends on the electrical problem.
- Video may be boring if overused and do not foster interaction among students and between students and teacher if the teacher does not allow the video control.
- Video cannot be conducted in the schools that have not been facilitated language laboratory or computer laboratory.

2.10 Theoretical Assumption

Listening is one of language skills that have to be mastered by students. Listening is one of most important and fundamental skills in learning language. It is necessary to comprehend what we have listened, not only by understanding the word but also the meaning of the message. In teaching listening, there are audio-visual media that can help students to develop their listening comprehension. Video as media can be used in teaching listening since it can motivate the students and make students are active in teaching learning process. It is effective to improve students' achievement in listening subject.

Therefore, the researcher decides to choose video as a teaching media. The researcher assumes that the use of video is expected can help students to understand the meaning of the text easily and create good atmosphere in the classroom. The researcher hopes the students are able to improve their listening comprehension.

2.11 Hypothesis

Based on the theoretical assumption, the researcher formulates the hypothesis as follow:

1. There is a significant increase of the aspects of listening after being taught through video at the second year of SMA Negeri 1 Pringsewu.