

II. LITERATURE REVIEW

This chapter discusses several points, i.e. listening, listening comprehension, teaching listening comprehension, video in language teaching, teaching listening through video, audio in language teaching, audio in teaching listening comprehension, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Listening

Krashen (1982) states that listening is the primary important in the language learning and that the ability to speak and write fluently will come on its own with time. It means that communication will not be running well without listening since listening is the basic skill of the language mastering. Listening fosters the learning of a second language because it provides input which is a main factor in the learning process as Krashen posited. It means that listening is a significant skill during the process of acquiring a language. In listening, listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain, and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984).

Rost (2002) defines listening, in its broadest sense, 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).

It is important to recognize all of the language components that are required to understand the message because it is a fact that students face those language components when they are exposed to real and non-real contexts. Moreover, listening skill is the process that allows the listener to understand a determinate message and identify the parts that contains the speech. It also allows the listener to be an active participant in the society he or she is involved.

Listening is considered as a major component of language learning and teaching since it is the basic skill that has to be mastered in English. Listening usually consumes more time in acquiring than other language skills and needs some process of learning. The greater understanding in listening will lead to fun and easier learning in other skills acquisition such as reading, speaking, and writing.

In the classroom, students are exposed to the spoken language all the time. They tend to do more listening than speaking because teacher contributes the greater part of the teaching and learning process which is explaining the lesson in spoken language. In order for the students to fully understand the lesson, they have to be able to listen carefully to what the teacher said and they are required to interpret the message of lesson they have heard. If the students cannot comprehend the message and negotiate the meaning of the lesson, the objectives of the study itself will not fully achieved by the students.

This research of listening comprehension helps us to identify which kind of the media that can be used depending on the students' style of learning and their listening needs. Therefore, researcher proposes a solution for the best choice to compare audio and video media to increase students' listening comprehension and by the reason that the media provide some benefits in help to get a greater understanding of listening comprehension.

2.2. Listening Comprehension

Listening is a basic input to communicate and interact. It plays an important role in building communication skill. Margaret (1988:19) states that listening comprehension is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchanged between the listener and the speaker.

It means that in the process of acquiring a second language, listening skills need to be more feasible than the other skills, taking into account student's interests and features in order to develop it effectively. Due to the difficulty to develop the listening skill, the teacher's duty is to create strategies that maintain student's attention high in order to make the learning process easier. The content of the instruction should be interesting for the students and the students can clearly identify all the listening components.

According to Hughes (1991:134) there are two skills involved in listening comprehension, they are:

I. Macro skill

In macro skill, to understand what someone says a listener has to involve with listening for specific information, obtaining a gist of what is being heard or the listener should get the general idea of the information, following instruction or directions etc. The explanation of macro skill will be elaborated as follows:

1) Identifying the main idea

Identifying the main idea of a text is one of the prominent skills in listening comprehension. The main idea tells the topic of the paragraph which tells what all and most the paragraphs are about. Main idea helps students remember important information because it is the key concept of the whole paragraph.

2) Identifying specific information

Specific information includes the details of the paragraph and develops the main idea or the topic sentence. It consists of information such as how, what, when, where, why, how much, or how many in the paragraph.

3) Identifying inference

Inference is a knowledgeable prediction about something which is based on the information and facts. In order to get the inference of the text, students have to draw conclusions refers to information that is implied or not stated. Using the clues of information to give a deeper understanding

and go beyond the surface details to see other meanings that the details suggest and imply.

4) Identifying reference

Reference is a relation between words or utterances which provides the information necessary to interpret the other. It is the connection between words in which one word acts as a signal or acts as a link to other words in the text.

5) Vocabulary

Vocabulary is the set of words within a language that are familiar and known to the person who uses it. Vocabulary is essential for communication purposes and acquiring knowledge.

II. Micro skill

In micro skill, to understand what someone says a listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition of function of structures (interrogative as request, imperative e.g. sit down!; cohesive devices e.g. such as and which, detect sentence constituents, e.g. subject, verb, object, preposition), recognizing discourse markers (e.g. well; oh, another thing is; now, finally). Each skill has its usefulness in gaining information and objectives. For example, the macro skill is the skill that will be mostly used in this research because it deals with the informations that the learner or students will be retained.

In this research, both macro and micro skills will be involved because students have to use their prior knowledge to understand the general meaning of the message that they will listen in the video and audio tape. They also have to be able to interpret intonation and recognize the vocabularies along with the structure of the message. Students will listen for obtaining specific information and encouraging gist of what is being heard. They have to grasp the general idea of the information, following instruction or directions that they will heard and watch in the video and audio tape.

2.3. Teaching Listening Comprehension

Listening plays an important role in language learning. Therefore teacher has to be able to lead the students in improving and sharpening their listening skills in the class. Cross (1998) states that without listening skill, no communication can be achieved. Therefore teacher should lead the students in mastering their listening skills so that they are able to communicate and respond to the message of the speaker intended to.

Byrne (1978:8) states teachers need to follow the three essential steps in teaching listening comprehension, in forward; the students are expected to be 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. Moreover, if they consider it new, they will keep it in their mind.

- c) Produce the respond. After the students identifying the information, they will interpret the data and respond to the speaker as the reflection that they receive the information by using the means of language.

Through listening comprehension, the students are more than just hearing what the spoken word said but also able to understand the meaning of the word and relate it with what they already know. The listener also has to be able to respond and exchange the message of what they already heard from the speaker. Without understanding input appropriately, listening simply cannot get any improvement. Therefore, in teaching listening activity, both students and teachers should actively involve in the teaching and learning process. Teaching listening is a process which required an active interactions between students and the teacher as the teacher leads them to master the listening skills so that they are able to comprehend the overall message and respond on the speaker's intention.

There are some techniques in listening comprehension based on the communicative approach. The selection of appropriate technique and media in teaching learning process is required for the teacher. In this case, the writer chooses video and audio tape in teaching listening comprehension. By implementing the video and audio tape, the writer assumed that it will overcome the students' boredom during teaching listening comprehension. It is reasonable because young learners usually like to listen to audio tape alongside watch video which is an audio visual aid that involved sound and moving pictures so that students will be interested in the learning process.

When the purpose of teaching listening comprehension is achieved then students' achievement in listening comprehension will be improved as well. Hence, teacher is required to apply suitable materials in teaching listening process because it is a process which required an active interactions between students and the teacher as the teacher leads them to master the listening skills so that they are able to comprehend the overall message and respond on the speaker's intention.

2.4. Video in Language Teaching

Video is one of media that can be used to teach learning comprehension. The implementation of video in teaching, especially listening comprehension has become a consideration of alternative media in this modern era. Video is the system of recording, reproducing, or broadcasting moving visual images on or from videotape (Oxford Dictionary).

William & Lutes (2001) claim that through visual materials students have the opportunity to be observers and participants. It means that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than "simple teacher correction". Moreover, Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning. In this way, through

videos, an immediate feedback can be provided in addition to the opportunity to having self-monitoring and self-evaluation processes.

Similarly, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it. In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

Hence, using video in teaching listening comprehension is necessary because by using video learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language. Video provides a combination of visual and also audio stimuli that can advance the comprehension. Teaching listening through video is appropriate to attract students' attention and interest since video helps to make the atmosphere of the class alive and interactive and make the lesson more understandable because students can be entertained by the medium and the classroom interaction will be meaningful.

Based on the previous statements, the researcher concludes that video is the suitable media to help teacher explain the material thoroughly and concretely. Using the video in the classroom allows the students to get more information when listening. Because the more concrete and understandable the lesson is, the greater level of comprehension will be achieved by the students.

2.5. Video in Teaching Listening Comprehension

In order to make learning English more interesting for students, teacher have to conduct a suitable and effective way to teach listening. Van Duzer (1998) highlights that learners listen to achieve a goal and issues that interest them; for that reason, facilitators took into account students' interests in order to keep their motivation high.

Besides, Helgesen as cited in Moncada (2003) supports that listening helps learner to be "flexible listeners" and to know how to listen in order to get the general idea or the specific information needed to understand videos.

In developing students' listening comprehension, there are some innovations of media in teaching listening process that can be used, such as video. By using video, students are not only hearing also seeing visual scene of the spoken language in the video and easily comprehend the meaning based on the audio-visual media. Therefore, students will be able to catch the purpose of the listening comprehension faster with video than hearing audio recording dialogs.

Silva (1983) states that unlike written dialogs, and even audio recordings, video is capable of capturing a communicative acts in its entirety; all the images, nonverbal communication, and actions shown in a video segment can communicate and provoke reactions in many ways.

Referring to the theory above, it can be assumed that video can support the listening comprehension because video contains visual gestures and acts that allow students to grasp the meaning of the spoken language. They are able to see

the language in a form of natural contexts, so that they can analyze the use of the language and make connections between words and images.

Besides, Sadiman (2005:29) mentions that video is storage of picture and sound information system where audio-visual signal is not only recorded on magnetic tape but also on disk. Video disk has ability such as:

1. *Reverse and fast forward.*
2. *Speed or slow motion, upward or backward.*
3. *Single frame, upward or backward.*
4. *Speech search facility.*
5. *Stereo sound.*

In line with the statement above, Stempleski and Thao vu in Karlina (2010:25) states that video technology offers the obvious advantages of stop/start, rewind/replay, sound on/off, and freeze frame controls. These facilities make it possible for the teacher to present different sections of the video once or several time in different.

Therefore, video is a useful resource for learning a language because it presents students with language as well as pictures to enhance the context, this combination easily engages attention and interest, it is essential to go back in time and do brief review of the different teaching temporary English speaking environments (Stempleski, 1987:3).

In this research, the writer is interested in using video as the media in teaching listening comprehension because it provides visual stimuli that can lead to

generate prediction, speculation, and chance to activate students' background schemata when viewing a visual scene. It is also good to enhance students' interest in listening comprehension.

2.6. Audio Tape in Language Teaching

In language teaching, one of the main reasons for getting students to listen to spoken language is to let them hear different varieties and accents, rather than just hear the voice of their teacher.

Besides the direct listening and speaking skills practiced through the teacher-student talks, no proper application of the listening skill could be achieved without the use of listening equipments, since teachers were non-native English speakers and thus might lack proficiency in English. This equipment is audio tape which is available at schools and teachers of English are supposed to use them according to the indications of textbooks as an essential part of the curriculum. In this research, the researcher is interested in using the audio tape as the media for the students' listening comprehension. There are several reasons why audio tape is chosen as the media such as it gives variation to the class instead of listening to teachers' voice during the listening lesson consistently, it easy to be played because audio tape is accessible to everybody, and it is pretty obtainable because the audio tape is a usually cheap and available at schools and teachers use this media to help increasing students' listening skill in the class.

An audio tape recorder, tape deck or tape machine is an audio storage device that records and plays back sounds, including articulated voices, usually using

magnetic tape, either wound on a reel or in a cassette, for storage. In this present day form, audio tape records a fluctuating signal by moving the tape across a tape head that polarizes the magnetic domains in the tape in proportion to the audio signal. Tape-recording devices include reel-to-reel tape deck and the cassette deck (Wikipedia).

Using audio tape or tape recorders provides opportunities for students to hear a vast amount of authentic native speech. Tapes are an aural aid that may be employed for more than one purpose. They may be used to provide students with recorded samples of native speakers' pronunciation and intonation. They may also be used in grammar drills and in listening comprehension.

2.7. Audio Tape in Teaching Listening Comprehension

Recently, students need to be exposed to many varieties of spoken English. Therefore, teacher also needs to ensure that students are well prepared for listening and that they are clearly able to hear what they listen to.

The main method of exposing students English is through the use of taped material which can exemplify wide range topics such as advertisements, news, broadcast, poetry reading, plays, pop songs, speeches telephone conversations and all manner of spoken exchanges (Harmer, 2001).

Exposure to language is fundamental requirements for students to deeply understand the listening comprehension itself. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch , and

stress. Similar to speaking, students get better at listening the more they do are exposed to the spoken language. Listening is a skill and any help given to the students by teacher in performing that skill will help them to be better listeners and better learner in listening comprehension.

The use of audio tape in listening comprehension has widely known and used for many years. Listening demands listener engagement. Suitable tape on subjects which students are interested with will able to be such motivation in the learning. Once students are able to do it then the comprehension will be achieved and the listening will become valuable.

2.8. Procedure of Teaching Listening Through Video and Audio

There are procedures of teaching listening through video and audio, the activities are:

1. Pre Viewing

In this beginning stage of study, the teacher spends a sufficient amount of time to help the learner gather the information and schemata or background knowledge that will be useful in this lesson. Some of previewing activities will conduct by the teacher in order to facilitate and developing students' comprehension.

Those activities might include:

1. Previewing about the students' previous lesson that have the implication or relation to the today's learning
2. Brainstorming Ideas: question and answer about the material's today;

- About video: *Have you ever watched a video before? Do you like to watch a fairy tale story?*
 - About audio: *Have you ever heard a fairy tale story? Do you like to listen to fairy tale story?*
3. Telling the students about the story that they are going to watch or heard.
 4. Conducting a class discussion about the generic structure of the text, e.g. title, characters, setting, the moral value, and relevance vocabulary that found in the video or audio tape.
 5. Asking the students to make a prediction about what will happen in the video or audio tape.

2. While Viewing

In this stage, students will be asked to watch the video and heard the audio multiple times. The first attempt is to make a guess or prediction of the text and what will happen. The second attempt is to take notes on the important points of the text.

Teacher will ask students to do the following activities:

1. Giving the direction to the students about what they are going to do.
2. Forming several groups. Each group consists of 5-6 people.
3. Ordering all students to watch or heard the short story about narrative text.
4. Playing the video or audio and orders students to make prediction of the story.
5. Replaying the video or audio and asking students to make note concerning the specific information based on the story.

6. Giving the worksheet to each group
7. Asking students to discuss their work about information in the text for example the characters, the setting, the plot of the story, etc.
8. Checking the students comprehension by giving some questions related to the lesson to them.

3. Post Viewing

In the post viewing activities, the teacher is concluding about the today's material and the knowledge that they gain after watching the video and hearing the audio, for example, new vocabularies which are related and generic structure of the video. The post viewing activities might include:

1. Concluding the material and give the feedback of the lesson.
2. Asking the students about the obstacles of the lesson.
3. Giving the motivation and homework about listening comprehension.

2.9. Advantages and Disadvantages

Listening comprehension through video and audio tape have some advantages and disadvantages. Those will be explained as follow:

1. Advantages

The advantages of the research are:

1. Video and audio tape adds varieties to the lesson and interesting for students at young age.
2. Video and audio tape can boost the students' motivation in the lesson.

3. Video contains visual learning that will help students understanding the facial expression, body language and at the same time audio tape provides the intonation, stress, and the rhythm of the language.
4. Video and audio tape can make a fun and more active learning process.
5. Video and audio tape can be controlled (stopped, paused, resumed) so that it facilitate self-study.
6. Video and audio tape can help to strengthen students' awareness of the target language through audio and visual because students' at young age are most likely to be interested in audio-visual learning preference.
7. Video and audio tape can be implemented in every grade of education.
8. Video and audio tape can be used individually or group lesson.

2. Disadvantages

The disadvantages of the research are:

1. It takes time for teacher to preparing the tools and the material in the video and audio tape in front of the class.
2. It takes time to select an authentic material through video and audio tape teaching listening comprehension.
3. Video and audio tape often does not provide the complex grammatical skill.
4. Video and audio tape with long duration will lead to boredom and sleepiness during the lesson.

2.10. Theoretical Assumption

In teaching listening, there are several types of media that can be used for teaching. The use of interesting media is a necessity to get the aim of teaching learning process. In listening comprehension, students need to be able to identify the general idea of different types of text for example in this research is narrative text. Not only is the general idea of the text but, the detail information also required for the students to identify. Therefore, the appropriate media should be used in this research for the students to clearly understand listening comprehension and grasp its purpose.

Based on the literature review above, the researcher assumed that video and audio tape can help the students' listening comprehension. Those media can stimulate students' understanding through audio and also visual aid. Thus, students are not only hearing but also viewing a visual scene. Moreover, video and audio tape can enhance students' interest in listening comprehension.

The researcher believed that using video and audio tape in teaching listening comprehension create an active learning process and positive atmosphere in the classroom. Video and audio tape will overcome the students' boredom and help to improve students' achievements in listening subject.

In this research, the researcher are interested in using those media because of students' different sense of preference in studying or students' learning style, According DePorter and Hernacki (2002), learning style is a combination of absorbing, organizing, and processing information. There are three types of

learning styles based on individual modalities used in information processing (perceptual modality), they are as follows:

1. VISUAL or Visual Learning Styles (Visual Learners) focus on visual acuity.

That means that in learning, the concrete evidence must be shown first so that they understand the lesson. This learning style relying on sight or preview the evidence so that they will be able to believe it. There are some typical characteristics for those who love the visual learning style. The first is the need to see something (information / instruction) visually to know or understand it, the second is the need to have strong sense of color, the third is the need to have sufficient understanding of the artistic problem, the fourth is having difficulty in using and understanding direct dialogue, the fifth is too reactive to sound, the sixth is having difficulties to follow the advice or instruction orally, and the seventh is easily misinterpreting word or utterance. The characteristics of the visual learning style are:

- Tend to see the attitude, movement, and the lips movements of the teachers.
- Not a good listener in communications.
- When the listener gets to do something, usually they usually tend to see other people reaction first then they will be able to react by themselves.
- Do not like to speak in front of groups and do not like to listen to other people too.
- Tend to be passive in discussions.
- Less able to recall the information given orally.
- Prefer to be shown concretely rather than verbal explanation.

- Can sit quietly amid crowded situations and feel undisturbed.

2. AUDITORY or Auditory learning style (Auditory Learners) rely on hearing to be able to understand and remember. The major characteristic of learning models like this really puts hearing as the main tool to absorb the information or knowledge. That means that they need to hear, and then they can remember and understand the information. The first characteristic of people who have this learning style is all the information can only be absorbed through the hearing, the second is having difficulty to absorb information in written form directly, and the third is having difficulty in writing or reading. The characteristics of auditory learning styles are:

- Able to remember the teachers' explanation in front of the class, or materials discussed in the group / class.
- Good Listeners: they easily mastering the lesson such as song in the television, radio, etc.
- Tend to be talkative.
- Do not like to read, and generally are not good reader because they are less able to remember well what they have just read.
- Less capable in performance tasks such as composing or writing.
- Glad to discuss and communicate with others.
- Less pay attention to new things in their environment, such as the presence of a new student, the presence of bulletin boards in the corner of classroom, etc.

3. KINESTHETIC or Kinesthetic learning styles (Kinesthetic Learners) require the individual concerned to touch something that gives certain information so that they can remember. There are some characteristics of this learning models that not everyone can do it. The first character is putting hands as the receivers' main information in order to continue to remember the lesson. Just by holding or touching, someone who has this learning style can absorb the information without having to read the explanation. The characteristics of Kinesthetic learning styles are:

- Tend to touch everything especially while studying.
- Difficult to be silent or sit back because they always want to move around.
- Do everything that will possibly activating the hand perception. For example, when the teacher explains the lesson in the class, they usually listening with their hands busy drawing.
- Like to use the real objects as a learning tool.
- Difficult to master abstract things like maps, symbols and symbol.
- Like to practice or experiment.
- Love games and physical activities.

Thus various learning styles hopefully could be a reference for determining which one of those learning styles that would lead to a good learning and fitting for students to be able to absorb the lesson well. From the explanation of students learning style above, the researcher assumed that there would be significant difference of students' listening comprehension achievement between students who were taught through video and those taught through audio.

2.11. Hypothesis

Based on the problem and literature review above, the hypothesis is formulated as follow:

H₁: There is no significant difference of students' listening comprehension achievement between students taught through video and audio tape at the first grade of SMP Negeri 26 Bandar Lampung.

H₂: There is a significant development of students' listening comprehension achievement between students taught through video and audio tape at the first grade of SMP Negeri 26 Bandar Lampung.

Those are the content and discussion of chapter 2 in this research. The further explanation of the research will be discussed in the next chapter.