

II. FRAME OF THEORIES

In literature review, the section discusses some previous research of video movie, concept of listening, concept of teaching listening, concept of video movie, concept of narrative text, concept of fairy tale, teaching listening through video movie, procedures of teaching listening through video movie, the advantages and disadvantages of using video movie in listening class, theoretical assumption and hypothesis.

2.1 Review of Previous Research

Several studies have been conducted related to video movie as a media for teaching listening comprehension achievement. There were four advantages of using movie as a media for teaching listening. First it can develop listening skills, such as listening for global understanding and listening for details, the second is to provide information, the third is to reinforce language for example to reinforce grammar and vocabulary, and the last is to stimulate language production. It means that video is used as a basis for discussion, a model for learners to follow, and a visual aid.

According to Winda (2010) video movie can increase students' ability in comprehending stated and unstated meaning conveyed in the text in terms of identifying the main idea, specific information and inference. She found that video movie can increase students' participation in listening class. Other research has been done by Rahayu (2007) about the use of animation movies to improve students listening skill of narrative text. She found that teaching listening through animation movie is effective way to improve students' score in comprehending narrative text.

Moreover, video movie provide visual clues that can enhance students' comprehension in listening as well as students' motivation to follow the lesson. In is in line with the findings in the previous research done by Karlina (2010). She found that the use of video in teaching listening can improve students' achievement and motivation in listening comprehension class rather than using audio tape. Karlina (2010) who conduct a comparative study of the students' listening comprehension achievement taught by audio tape and taught by video movie. The result showed the significant difference of the data from the posttest in both classes. The students' average score in video movie class was significantly higher than the average score in audio tape class. Thus, it can be concluded that the use of video movie is better than tape recorder to be implemented in listening class.

Considering the previous researches above, it can be inferred that video movie can be implemented as the effective way to teach English in the classroom. However, this research was focused on how to create situation where the use of

video movie in the learning process can increase the students' listening comprehension achievement significantly.

2.2 Concept of Listening

Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem (Anderson and Lynch, 2002:3). It means that without good listening skill usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says.

Brown (2001:247) states that in classroom, students always do more listening than speaking, listening competence is universally "larger" than speaking competence. It means that listening considered as a major component of language learning and teaching. Listening consumes more time than other facets of language skills in our daily life. Listening not only giving passive attention to what is said but also more than we have to be more active to get the meaning of the spoken language.

Listening skill of second language is not derived naturally; it needs some processes of learning. The processes of listening in the classroom involve a teacher and students. Probably the main source of listening for students is the voice of their teacher. Individual voice of the teacher can also be called as the source of listening, because in teaching learning process, teacher talk is giving some instructions should also be understood by their students.

According to James (2006:1) listening comprehension refers to understanding the spoken language. Testing for listening comprehension must be grade-level appropriate.

Here are some characteristic of spoken language based on James (2006:25) as follows:

- | | |
|-------------------------|-----------------------------------|
| 1. Clustering | 5. Colloquial language |
| 2. Redundancy | 6. Rate of delivery |
| 3. Reduce forms | 7. Stress, rhythm, and intonation |
| 4. Performance variable | 8. Interaction |

Some teacher find that their students are often busy talking and chatting among others and do not concentrate on the listening subject. Usually in listening subject students need full concentration on the video being played. Some students have low motivations because they are forced to be in the class and because their own willingness. Some of them have problem on concentration and find listening is more difficult than other subjects. Students simply turn off when listening to spoken English as it seems too difficult to follow without high level of concentration.

According to Hughes (1991:134) there are two skills involved in the listening. They are macro skill and micro skill of listening.

➤ Macro skill

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or directions etc. This skill called macro because it involves many terms and complex process. It means that these skill surely focus on the larger elements.

The explanation of each term will be elaborated below:

1. Identifying the main idea

Identifying the main idea of a text is one of the most important specific comprehension skills. The main idea is the essence of the text, or rather what the speaker is trying to get across to the listener. In other words, that is what the speaker wants listener to know about. So, the main idea is the important idea that the speaker develops throughout the text.

2. Identifying specific information

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

3. Identifying inference

Kathleen (1986:31) states that an inference is an educational prediction about something unknown based on available facts and information. The listener will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning

4. Identifying reference

References are words or phrases used either before or after the reference in comprehension material. When such words are used, they are signals to the listener to find the meaning elsewhere in the text.

5. Vocabulary

Vocabulary is the stock of word used by people or even for person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances in listening.

➤ Micro skill

In this occasion, the 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 constituent e.g. subject, verb, object, preposition) recognizing discourse marker (e.g. well; oh; another thing is; now; finally). This skill called micro because in evaluating listening we make judgment about what the other person is saying whether something is good, bad, worthy, or unworthy. It is particularly pertinent when other person is trying to persuade us, to change our behavior or our culture. The researcher however is interested in Hughes theory of developing listening students' macro skill. The reason for choosing macro skill because in this research her expectation is that the students have to involve with listening for specific information, obtaining gist or the point of what is being heard or they should get the general idea of the information, following instruction or direction.

It means that the research was focused on the macro skill since the researcher used video movie as a media that measured the specific information and the gist of the text that the students should get from the text. 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. In this study, the researcher focuses on the macro skill in terms of identifying the main idea, identifying specific information, identifying inference, reference and vocabulary from the text.

Based on the statement above, listening can be said as a process of getting and comprehending general idea or general picture of something that the students' heard. Therefore, comprehending information or ideas of what is being said is important. Listening plays an important role in student's success, because listening is the activity of paying attention and trying to grasp the meaning of something we hear.

2.3 Concept of Teaching Listening

Listening is the ability to identify and understand what others are saying. Listening involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary, and grasping his meaning (Saricoban, 1999). It shows that listening requires students' ability to recognize different vocabulary, grammar, accent or pronunciation. 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 problems.

Related to the statement above, according to Wong (2005:4), way of treating the teaching and learning of listening by focusing on how to get the main ideas, the gist or the meaning in listening materials is often called the top-down processing approach. Therefore, the writer used the top-down approach since this approach encouraged the students to listen for overall understanding and to get the gist of the text.

In addition (Byrne's 1978:16) states that there are many types of activities, which can be used to make the students active in teaching listening comprehension, such as: a) Listen and do

It means the listener listens to message from the speaker and then she/he does based on the speaker's intends

b) Listen and speak

It means the listener listens to message from the speaker and then he/she speaks based on the speaker's intention.

c) Listen and draw

It means the listener listens to message from the speaker and then he/she draw based on the speaker's instruction.

Teaching listening comprehension is a process where the teacher leads the students of how to master the listening skills so that they are able to understand fully the message, and to respond based on the speaker's intention. In teaching listening activity, either the teacher or students must be involved actively in the teaching learning process. By using video movie, the students will be more active, and the researcher will overcome the student's boredom.

Based on the explanation above, it can be concluded that the teacher is the person who motivates the students to learn by selecting and using the media that can make the condition of the class alive. Both the teacher and the students must be active in listening process so that it can help the students to develop their listening skill.

2.4 Concept of Video Movie

Video is one of the audio visual aids that can be used in language teaching. In teaching listening comprehension, teacher may use video instead of audio tape for some reasons. In other words video is one of the audio-visual equipment used by teacher to transfer the concepts, ideas and experiences caught by sight and hearing senses in order to make the students understand the material taught easily. In line with statement above, Sadiman (2005:29) state that video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk. Video disk facilitate 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.

Referring to the definition above, it can be assumed that video is a kind of technology tool that consists of some kinds of system used to show picture with sound coming out through stereo sound. The video that are discussing here is video used for education.

2.5 Concept of Narrative Text

A narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative

text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative is always deals with some problems which lead to the climax and then turn into a solution to the problem. The examples of genres that fit the narrative text structure:

- Folktale is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*
- Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*.
- Fables is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*
- Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*

Based on the examples of genres narrative text above, the writer choose 'fairy tale' as the material of the subject. The reason why the researcher chooses this material is because narrative text in the form of fairy tale is one of the monologue texts that should be mastered by students in this level.

2.6 Concept of Fairy Tale

Fairy Tale is stories both created and strongly influenced by oral tradition. The precise definition of fairy tale is a fictitious, highly fanciful story or explanation. A fairy tale is usually used as a way to evoke children's imagination (Keightley, 1970). A fairy tale would logically be described as a story containing enchanting and illusory subject matter (Keightley, 1970). The messages that are brought are related with the issues community and universal human emotions such as: poverty, love, hate and kindness. In the late ninetieth and twentieth century, the fairy tale comes to be associated with children's literature; adults were originally as likely as children to be the audience of the fairy tale.

The reason for using fairy tale as the material in teaching listening because this fairy tale is simply material so that they can better comprehend the structures of literature as well as for the state of the wonder, pleasure and human understanding these stories can provide in their own right. There are several example of narrative text, i.e. Cinderella, Rapunzel, Snow White, The Frog Prince, etc.

2.7 Teaching Listening through Video

Teaching is described as training process aimed to develop students' ability to communicate. Teacher should be creative to create the classroom communication situations relevant to students' daily life in order to motivate their learning and to encourage their participation in activities in the class. 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 process of learning is never-ending and hence we must be willing to learn. Listening is a half of the communication process. Learning how to become a critical listener is an important step towards comprehension and successful communication. Listening comprehension can be developed by using some innovations of media in teaching learning process, such as video.

As mentioned before, video provides a combination of visual and audio stimuli that can promote the comprehension. The use of video is appropriate media to attract the student's attention and the student's interest in understanding the unknown words since the teaching languages through video makes language more alive and meaningful and helps to bring the real world into the classroom. Teaching listening through video movie is good medium to be used in classroom. It can stimulate and motivate student's interest. The use of visuals overall can help learners to predict information, infer ideas and analyzed the world that is brought into the classroom via the use of video instruction, video can manipulate language and at the same time be open to a variety of interpretations.

From the writer's own experience as a student and a teacher, she found that everything which is new or amusing makes students excited, enthusiastic and willing to learn. That is why the writer decided to introduce audio visual aid (video movie) to the students to help them to learn English. People learn by watching, listening, and doing things.

2.8 The Procedure of Teaching Listening through Video

In developing students' listening comprehension of narrative text the writer would like to present the application of video movie as a media in teaching listening. The researcher's purpose is to make it easier for students to improve their listening comprehension achievement of narrative text.

The procedures of teaching listening comprehension through video movie was conducted by using following steps:

1. Pre Activity

- a. The teacher opened the class and greeted the students.
- b. The teacher showed some pictures of cartoon movie. The picture was used as a media to attract the students to learn enthusiastically.
- c. The teacher asked several questions to the students to get some information and to stimulate students' background knowledge about what was going to be taught.

2. While Activity

- a. Teacher informed to the students about the narrative story that will be showed in video movie
- b. The teacher reminded about narrative text through LCD as a media to attract students to learn enthusiastically
- c. The teacher asked some questions to check students' understanding of the material.

- d. The teacher played the video until it is finished
- e. The teacher replayed the video and asked students to watch and take note any important information of the video.
- f. The teacher divided the students in a group work; each group consisted of six students. The teacher divided the group by asking them to count one to seven. Students with the same number were in the same group.
- g. The teacher gave the worksheet to the students and the students are asked to work in group

3. Post Activity

- a. Point some of students to answer the question and discuss together, if there is mistake in answering questions, the teacher tell the students to make it correct
- b. The teacher asked the students about the material which have been taught (gave reflection)
- c. Teacher summarized the lesson and closed the meeting. The listening comprehension test was given after all of the activities had covered.

2.9 The Advantages and Disadvantages of Using Video in Listening Class

The researcher believes that there are some advantages and disadvantages of video movie in teaching listening.

a) Advantages

- 1. Videos can motivate students to engage in language learning

2. Video can help students improve their comprehension skills, because videos provide sounds and images with the target language. Students can guess meanings of new words and meanings with visual support while learning
3. Video can be used for every grade of education
4. Video can translate abstract things into realistic ones
5. Video can be used individually or group
6. Video can show the movement and the sound of the objects
7. Videos also create a relaxing and enjoyable learning environment.
8. Videos can make lessons more fun and interesting

b) Disadvantages

1. It takes time for the teacher to preview and selects authentic videos and then to prepare activities for learners
2. The use of video movie in the classroom is depend on the electrical problem. It means that when the lamp are turn off, the teacher can't play the video
3. Video may be boring if overused and do not foster interaction among students and teacher if the teacher does allows the video control
4. Video can't be conducted in the schools that have not been facilitated language laboratory or computer laboratory
5. Video is relatively expensive and difficult to find everywhere

2.10 The Theoretical Assumption

In teaching listening, there were some media that can help the teacher to reach the aim of teaching learning process. The use of interesting media is necessary for teaching listening comprehension. Video movie is one of media that can motivate the students' learning activity, especially in listening subject. Video movie can be used in teaching listening comprehension because it may make the students involved and active in the teaching learning process. Therefore, video movie can be an effective and interesting media in teaching listening.

Furthermore, the researcher believed that teaching listening through video movie creates a good atmosphere in the classroom, so that the students would not get bored and they would not realize when this condition can help them improve their achievement in listening subject.

2.11 Hypothesis

The line with the theoretical assumption above, the researcher formulated the hypothesis as follows:

1. There was significant increase of student's listening comprehension achievement after being taught through video movie at the first year of SMAN 1 Natar Lampung Selatan.
2. The teaching learning using video movie would also increase the process of teaching learning listening at the first year of SMAN 1 Natar Lampung Selatan.