

CHAPTER II

THEORETICAL FRAMEWORK

A. Listening

1. Definition of Listening

There are many definitions to define what is listening. First, listening is an active, purposeful processing in making sense of what we hear. Field said that “Listening is a very individual activity. A speaker does not implant a message in the listener’s mind.”¹ It means that, in the process of communication, the listener plays an individual role. Whatever the speaker says, the listeners only extract the message and try to understand it from the speaker based on the listeners’ own goal. Speaking and listening is a natural procedure of the communication process. When the speaker says, indirectly the listener record that and try to understand its meaning.

Douglas stated that “One reason for this emphasis is that listening is often implied, as a component of speaking,”² listening is always become a part of speaking, because listening involved in communication activity.

According to Nation and Newton “listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the

¹John Field, *Listening in The Language Classroom*, (United Kingdom: Cambridge University Press, 2008), 37

²H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States: Pearson Education, Inc), 119.

language. When the knowledge is built up, the learner can begin to speak.”³The information received by the listener may be a knowledge needed in language learning. Douglas in his book says that “The listening performance itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and the brain.”⁴

According to Andrew Basquille, Listening is the activity of paying attention and trying to get the meaning from something that has been listened. While hearing is passive, successful listening is definitely an active skill which requires

Listening is language skill which needs the most frequently practice in using in everyday life. Morley has estimated that we listen twice as much spoken language as we spoke, four times as much as we read, and five times as much as we write.⁵ According to Rost: Listening is a process holding a continuum of active passive process, where is the process is under the control of the listener, and passive process. listening means the process where is the listener catch what the speaker has said; to get the speaker’s idea; to decode the speaker message; to unpack the speaker’s content; to receive the

³I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, Taylor & Francis, 2009), 38.

⁴Brown, *Language Assessment*, 118.

⁵Marianne Celce-Murcia and Elite Olshtain, *Discourse Context in Language teaching*, (united state: Cambridge university, 2000), P.102

transfer of images, impression, thought, beliefs, attitudes, and emotional from the speaker.⁶

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

2. The Process of Listening

Listening activity is an activity that introduced the listener to new vocabulary and new grammar. Thus, the process has a definite steps that must be taken.

Richard stated that a relatively standard format for the listening lesson developed at this time:⁷

A. Pre-listening

Pre-teaching of all important new vocabulary in the passage.

B. Listening

Extensive listening (followed by general questions establishing a context).

Intensive listening (followed by detailed comprehension questions)

C. Post-listening

Analysis of the language in the text (why did the speaker

⁶Michael Rost, *Teaching and Researching Listening*, (Great Britain: personal education limited, 2002), P.2.

⁷Jack C. Richard and Willy A. Renandya. *Methodology in language teaching*, 242.

use the present perfect?) Listen and repeat: teacher pauses the tape, learner repeat words.

Based on the Richards' explanation above, it can be concluded that there are three formats of lessons that give to students in the process of language learning, especially in teaching listening.

Through the stages of lesson formats above, it is known that in order to improve students' listening skill needs appropriate method or technique. Combining intensive and extensive listening activities for teaching listening in class believed can help students develop their language skills.

3. Type of Listening

There are many different ways of classifying task types. They can be classified according to the role of the learners: whether they are involved in reciprocal or nonreciprocal listening. They can be classified according to the types of strategies demanded of the listeners: listening for gist, listening for specific information making inferences based on what they hear, and so on.⁸

According to Brown, there are four types of listening performance, each of which comprises a category within which to/consider assessment tasks and procedures.⁹

⁸ David Nunan, *Second Language Teaching & Learning*, (Heinle & Heinle 1999) p. 215

⁹ Brown, *Language Assessment*, 120.

- a. Intensive listening.
Listening for the perceptions of the components (phonemes, words, intonation, discourse markers, etc.) Of a larger stretch of language.
- b. Responsive listening.
Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) In order to make an equally short response.
- c. Selective listening.
Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purposes of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.
- d. Extensive listening
Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to long lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all

part of extensive listening.

From the explanation above, there are four types of listening that is given to students in the classroom. In this research, the researcher will use running dictation in listening selective process. And students are expected to be able to understand the information contained in the context of longer stretches of spoken language.

Listening process need understanding, responding, and evaluating, the teacher of English language have a choose the type of listening for the approach of listening comprehension.

The comprehension approach also favors a single type of listening task:¹⁰

- a. The listener has to identify various points of information within the text.
- b. Listening therefore demands a high level of attention throughout the passage
- c. The points that are targeted are selected by the teacher or materials writer, not by listener.
- d. The listener is often required to focus upon micro-points rather than macro-ones.

The are several types of different listening and writers take the type that aims to enable students to understand the information or message fromthe teacher in convey the material.

¹⁰ Field, *Listening in the Language Classroom*, p. 59

4. The Model of Listening

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how to listen. There are two main views of listening bottom-up process and top-down listening process.

Flowerdew and Miller have divided it into three: the bottom-up model, the top-down model, and the interactive model.¹¹

a. The Bottom-Up Model

This model works based on the text, listeners begin to interpret the messages through the combination of words into phrases, clauses and sentences. And then define the meaning or new ideas from what he had heard.

b. The Top-Down Model

On the other hand, this model works based on the listener. The process of this model emphasizes on the background knowledge possessed listeners in processing text. The aims of this activity are to help students interpret what has been heard and prepare for what is coming next.

c. The Interactive Model

It demands on the possibility of individual variation in linguistic process, whether they be bottom-up or top down. In the process, some individuals prefer to top-down process, while others may prefer to bottom-up process.

¹¹John Flowerdew and Lindsay Miller, *Second Language Listening Theory and Practice*, (Cambridge: Cambridge University Press, 2005), 24.

5. The Problem of Listening

Listening not like other English skill, it needs attention and concentration more to hear, both of them can't be separated, they will influence the student's value in listening subject. According to Penny Ur, there are some problems in listening faced by students.

There are:

- a. This is one reason for not making listening trouble with sounds since most listeners rely on context for comprehension, they are often themselves unaware of inaccurate sound perception
- b. Have to understand every word; this is a very common problem, the effort to understand everything often results in ineffective comprehension as well as feeling of fatigue and failure.
- c. Cannot understand fast, natural native speech learners will often ask you to slow down speak clearly, by which they mean pronounce each word the way it would sound in isolation, and the temptation is to do as they ask.
- d. Need to hear things more than once.
- e. Find it difficult to keep up again, the learners feels overloaded within coming information
- f. Get tired

Comprehension passage too long overall, and for breaking them up into short “chuck” through pause, listeners’ response, or change of speaker.¹²

B. Teaching Listening

1. Definition of Teaching

In context of teaching language, many teachers consider that teaching listening is more difficult than teaching speaking. The definition of teaching simply as a work of a teacher¹³, but other terms said that teaching define as guiding and facilitating learning, enabling the learner to learn . setting the condition for learning¹⁴. Become a role that teaching not only transfer knowledge and idea to the pupil but also become solution to the pupil for developing his skill. So, for teaching listening, teacher has to know the technique of teaching listening.

Teaching as work of a teacher means that only by teacher, teaching can be done to the students in the school or other place. From the second term the author tries to explain.

Firstly, teaching as guiding means that teachers have to guide the students to the ability what they have, not to pressure the students with the teacher want, second, teaching as a facilitating learning means those teacher facilitate the students to learn by teacher monitoring.

¹² Penny Ur, A course in Language Teaching (New York: Cambridge University press, 1991), p. 111-12

¹³ Martin H. Manser, oxford learners pocket dictionary fourth editions, (New York : oxford university press, 2008), p. 455

¹⁴ H. Douglas Brown, principle of language learning and teaching fourth edition (NY longman 2000) p. 7

Thirdly, teaching as enabling the learner to learn means that by facilitating the learning able learner to learn not only give the facilitation but also students comfort and not bored at the place atmosphere. So that teaching also as setting the conditions for learning that means due to the students not bored with certain place atmosphere.

Many teacher teach us what they want, not based the role that government has given. It has bad effect not only to the student but also to the teacher. The student will not interest to the subject what the teacher has taught, and the teacher will not teach maximally. This problem due to the limitation of technique and the material that teacher has. So on this research. The aauthor uses the animation clip as a teaching media in teaching listening as one of the solving of the teacher problems.

2. Principles of Language Teaching

Brown suggests twelve teaching principles that categorized into three types (cognitive, socio-affective, linguistic) that must be taken into account by the teachers during the language teaching.¹⁵The principles are :

1. Cognitive Principles

a. Automaticity

Students absorb the language automatically. They move toward fluency and think about language less as they progress. Barry McLaughlin in Brown called this

¹⁵ Brown, D.H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: A Pearson Education Company, p. 55-70

as automatic processing with peripheral attention to language forms. This is, in order to manage the incredible complexity and quantity of language.

b. Meaningful learning

Meaningful learning happens when new information is linked with the existing structures and memory systems. It creates stronger retention than rote learning in which new information does not connect with one's existing cognitive.

c. Anticipation of Reward

During the teaching and learning process, a reward can be in the form of praise. The better the performance, the better the reward. Skinner in Brown states that the anticipation of reward is the most powerful factor in directing one's behavior. Everything people do is inspired and driven by a goal.¹⁶

d. Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding. Therefore, no externally administered reward is necessary.

e. Strategic Investment

The methods that the learners employ to internalize to perform in the language are as important as the teacher's

¹⁶ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 57-58

method. The application will help students become aware of their own learning preferences and teach them how to be good language learners.

f. Autonomy

Successful learners take control of their own language learning with the teacher as a facilitator or a guide. This will make the students from teacher-dependent to self-dependent.

Socio-affective Principles

a. Language ego

Language ego can be a fragility, defensiveness, and rising of inhibition. Sometime students may feel awkward in the learning environment. Teachers should give much attention to students having those feelings. Teachers also have to support the students and give them challenging but not overwhelming tasks, and move from teacher-controlled to student-controlled activities gradually.

b. Risk-taking

Risk-taking contributes to long-term retention and intrinsic motivation of learners. Teachers can encourage students to try out language, to venture response, and not to wait for someone else to volunteer language.

c. Language-culture Connection

Teacher should also teach the cross-cultural differences such as values, ways of thinking, feeling, acting, etc. The language-culture connection will affect the process of acculturation in students.

3. Linguistic Principles

a. Interlanguage

Successful interlanguage development is partially a result of utilizing feedback from others. Teachers can point out the interlanguage errors and show the students that these errors mean that their brain is in language learning mode. The feedback helps students move toward target-language accuracy.

b. Communicative Competence

Brown, communicative competence means organizational competence, strategic competence, pragmatic competence, psychomotor competence.

2. **Definition of teaching listening**

The both definition between listening and teaching was describe above,Sp the aauthor can get definition that teaching listening is guiding and facilitating learning, abling the learner to learn, setting the ccondition for lerarning to the selective process of attending, haring, understanding, and remembering aural symbols.

Teaching listening is the teaching that teacher do to guide the facilitate learning, enabling learner to lerning listening , setting conditions for learning listening. The most important is to find out the way of the teacher teach listening more creatively and student improve their listeing skill.

Listening is the one of most difficult subeject for students, because listening skill are acquired over timw and with lost practice. Its frusstasing for student due to no rules as in grammar teaching. Morley said “we can expert to listen twice as much as we speak. Four ime more than we read, and five time more than we write.”. so that fro teaching listening skill also is one of the most difficult tasks for any ESL teacher.

Speaking and writing also have very specific exercise that can lead to improved skills. This is not to say that there are not ways of improving listening akills. However they are difficult to quantify. Therefore, by using animation clips as one of solution for teaching listening through student that usually bored to listening skill.

C. Medium in Language Teaching Learning

Media is one of the main factors that can influence the effectiveness of teaching and learning activities of listening. that technology has implications and might most effectively be used in language teaching. Generally, the use of the technology as a teaching aid is mainly aimed at increasing

teaching process to be more motivating and appealing for students.

Carefulness in selecting of media to be applied in the process of teaching and learning is needed in order to reach the satisfactory result of it. One of the media of teaching listening is using animation video. Animation video is chosen as a media of teaching English in this study. The explanation about teaching English listening using “animation video” as a media as follows:

1. Definition of Media

The word ‘media’ derived from Latin *Medias* that means “between” or mediator. In Arabic media is intermediary or mediator a message from sender to receiver message.¹⁷

definition of teaching media is conveyed by national education association by Arsyad who says that media are form of communication either printed or audio visual and the tools.¹⁸

In addition, Gagne and Briggs that was cited on Arsyad Azhar’s book said that “medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer”.¹⁹ In other words, “medium is a component of learning source or physical vehicles that consists of instructional material in

¹⁷ Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT.Raja Grafindo Persada,2003), p. 3.

¹⁸ arsyad, *media pembelajaran* p 5

¹⁹ Arsyad, *Media Pembelajaran*, , p. 4.

students' environment which can motivate students to learn".²⁰ It means that teaching learning medium is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

In this study, I used animation video as media of Teaching English listening. By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, teachers should make some strategies as well as medium to make the teaching learning process be conducted well.

2. Classification of Media

According to Anderson that was cited on Listiyaning's book, teaching media can be classified into three categories. They are:²¹

1) Visual media

Visual media is one of the teaching media. It is media can be seen.

I would captivate visual sense-eyes-mostly. It can be form of picture, moving picture or animation or flash card.

²⁰ Arsyad, *Media Pembelajaran*, p. 4.

²¹ Listiyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional Purpose a Handbook*, (Semarang: IKIP PGRI Press, 2007), p. 48-59.

2) Audio media

They are media that can be listened. It means that audio media has sound in which listened by us and to mean

3) Audio-visual media

They are media that have sound and picture. video is example from audio visual media in teaching.

Audio-visual media is media that can be seen and listened. The researcher is trying to use this kind of alternative media in listening activity by using cartoon animation clips to help the students improve their ability in listening skill.

3. Film in Language Teaching Learning

a. General Concept of Film

“Film is a form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement”. “Film in other definition is a sequence of photographs or drawings projected on a screen in such rapid succession that they create the optical illusion (because of the persistence of vision) of moving persons and objects”.³⁷

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing).

In fact, film can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, video can provide variety,

interest, stimulation and help to maintain motivation. “For advance students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate”.

4. Types of film

Bordwell and Thompson that was cited on Retno Ayu’s thesis defined the types of movie or film as follow;²²

1) Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are;

a) Compilation films; produced by assembling images from archival sources.

b) Direct cinema; recording an on going event ‘as it happens’ with minimal interference by filmmaker.

²² Retno Ayu Murwani Puspitasari, “*The Use of Animation Movies for Developing Students’ Writing Skill of Narrative Texts* (A Case Study of Teaching English at Eleventh Grade Students of

2) Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4) Experimental film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are;

- a) The filmmakers want to express personal experience or view point

- b)The filmmakers may also want to explore some possibilities of the medium it self,
- c)The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

From the types of film above I chose animation film for the media of my research. Animated film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This film uses computer graphics in creating animated images.

In this research, the researcher uses animated film. The animated film that will be given is appropriate with the age for the students of junior high school. This study, the writer as the researcher chooses animated film that has characteristic funny, so it can make teaching and learning process more cheerful. Film can be an effective media in writing teaching because it provides students an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

5. The Advantages and Disadvantages of Film

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching-learning

process, a teacher must bring all components into classroom and apply them.

Harmer states that there are many reasons why video (film) can be used in language learning:²³

1) Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through thought expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language ‘when inviting someone out, or how American speaks to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation

²³ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 282

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding them doing new things in English.

4) Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Beside the advantages, use film as a medium also has several disadvantages. There are:

- 1) During playing film, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students cannot understand the film well if it is played too fast.
- 3) If the listening equipment has bad quality, the students can not listen the sound of the film.
- 4) The equipment is expensive.

6. The Definition of Animation Clips

Animation clip is a film in which the pictures seem to be really moving. Animation clip is like movies, but the duration of the moving pictures is no more than 10 minutes. Chapelle stated

that the use of technology has implications and might most effectively be used in language teaching. Technology could be applied in English teaching and learning process, for example animation clips. Animation clips are chosen because they provide moving pictures and sound. They will be more interesting than audio media which provide sound only.

In this study, animation video is chosen as a media of teaching listening . Animation video is a video or film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence²⁴ . However some people find it difficult to differentiate between animation and cartoon. The researcher found of some definitions both of them:

1. The cartoon.

- Cartoon derived from Italian language, “cartone” it is the meaning “thick paper”. Initially, cartoon refers to the sense of drawing plans, the fine arts cartoon or sketch a rough picture early in the large canvas wall decorations or on the architectural buildings such as mosaic, glass and fresco²⁵ .

2. The animation.

- Animation (animation) is derived from the Latin word that carries the meaning “turned on”. In other words, the

²⁴ <http://www.thefreedictionary.com/cartoon>

²⁵ Marianto indarto, *teknik seni gambar dan lukisan* (bandung: merdeka 2001)p, 30

animation refers to the act or process of making something that looks alive. On whole, the animation may be defined as the process moves turn on or give an idea to make it look something static and dynamic.²⁶

D. Teaching listening using animation Clips (Video)

Numerous of media can be applied in teaching listening. However, it is a must for teachers to be careful about in choosing them, so that the process of teaching and learning listening will succeed with the satisfactory result.

One of the media of teaching listening is using animation video. Animation videos are suitable for students at MTs Sidadadung Baros they can lower their anxiety to get involved and participate in the learning activities.

The important thing is that animation video is an appropriate media for MTs Sidadung students' characteristic and need. They like watching animation video. Their world is still full of enjoyable activities. In this study, animation video is chosen as a media for teaching listening. The writer assumes that this media is appropriate for junior high school and is expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

One of the most appreciated materials applied to language learning and teaching is video. A recent large-scale survey by Canning-Wilson reveals that the students like

²⁶ Ranang A,S. *design gravis, animasi dan kartun* (Jakarta: indext jaya 2009),p 19

learning language through the use of video, which is often used to mean quite different things in language teaching.²⁷ The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers .

Video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual aids to enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. Video as a valuable and possibly under used classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging the students to be actively involved.

²⁷ Christine Canning-Wilson & Julie Wallace. 2000. *Practical Aspects of Using Video in the Foreign Language Classroom*. The Internet TESL Journal, Vol. VI, No. 11, November 2000. Retrieved April 15, 2014 from internet:<http://iteslj.org/Articles/Canning-Video.2001.html>