

CHAPTER II

LITERATURE REVIEW

In the Chapter II Literature Review there are consists of several passages that discussing about the basic theory of this research. The passages mainly describe listening comprehension, concept of media, video media, interest, list of previous studies, and framework of thinking.

2.1 Listening Comprehension

Listening is one of the four skills besides writing, speaking, and reading, which should be mastered by the students when they are learning English. According to Michael Rost (2002), Listening is a channel in which we process language in real-time employing pacing, units of encoding, and pausing that are unique to spoken language.¹ Listening consists of the process of receiving, constructing, and responding to spoken information or nonverbal messages which the listener gets from visual and auditory clues to define what is going on and what the speakers are trying to express. In addition, foreign learners really need to be able to have comprehension when they hear native speakers' conversation or even they have the native speakers as the interlocutor in the real situations as Chastain defined the listening comprehension as the ability to understand the speech of native speakers at normal speed in listening situations. ² In similar token, Saricoban noted that listening comprehension is the ability to identify and understand what others are saying.³ The students can be said that they have good comprehension in listening, if they understand what their interlocutors say to them and

it can be showed by giving the appropriate respond in accordance with what interlocutor order. 4 Besides the perception of sounds; it includes comprehension of words, phrases, clauses, sentences and connected discourse. Learners will build the meaning from lower levels sounds to words to the grammatical relationships to lexical meaning and lastly get the final message.

Morley made a conclusion by stating that “listening comprehension is not only concerned with basic discrimination of the sound, but also involves extracting information, remembering it, and processing it or mediating between sound and meaning”.⁵ This premise argues the fact that listening comprehension was assumed to be a passive activity. Comprehensive listening is listening for an understanding of a message. It goes beyond discrimination to include comprehension of the message. This is essentially listening without being critical or evaluating the message, but simply listening to learn. According to Weir (2011), listening comprehension has several purposes as follows⁶ : 1. Listening for gist 2. Listening for the main idea or important information 3. Listening for distinguishing the main idea from supporting details 4. Listening for specifics, including recall the important details 5. Listening for determining a speaker’s attitude.

The foreign language students still experience the difficulties in the process of listening comprehension. Amber Bloomfeld et al. concluded the factor can cause the difficulties for listener in listening comprehension: 1. Characteristic of the listener: including the memory capacity, metacognitive strategy, and experience. 2. Characteristic of the passage: it is about the length of the passage, complexity,

organization, and auditory of the passage. 3. Characteristic of the testing conditions: when the listeners should listen in the limited time, they also should listen to multiple hearing at the same time without any note

2.2 Concept of Media

2.2.1 The Definition of Media

According to Sumantri, (2001:154) Media on teaching or learning is a learning device are used by the teacher as mediator to conveyed an instructional material on teaching and learning process then giving more easily to reached the objective of learning. So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily. Furthermore, according to Sadiman state his opinion about media: media as means that mediator or deliver the messages or messages sender from the giver to the receiver. From definition above, media can be defined as a means of communication used to convey the information from giver to the receiver. Related to teaching and learning, media is meant that a means of communication used in the teaching and learning process to convey the information such as teaching materials from the teacher to the students. So, that the students will be more interested in the learning.

2.2.2 The Kinds of Media

Many kinds of media have been invented in this modern life. They can be used to help the Teacher convey the materials more easily to the students in teaching and learning process. Arsyad (2013) say that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by

the development technology. Teaching media based on the technology development into some kinds. The kinds of teaching media will influence the teaching learning process, which can be facilitated the teaching method as the tools to deliver the lesson. The kinds of teaching media can be divided into three categories: Visual, Audio and Audiovisual media as follows:

A. Visual Media

Visual media is also called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: picture, photos, real things, chart, miniatures, text, and cards. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing this media depend on the language principle and visual perception, it is oriented to the students, and the information can be rearrange by the user.

B. Audio Media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio media such as: radio, tape recorder, cassette, compact disc

C. Audiovisual Media

Audiovisual media is media that is audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others, such

as it can visualize the abstract things or Non-verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract student attention, and develop student knowledge. The audiovisual media need mechanic and electronic machines to show the audio and visual messages. It is states in Arsyad that there are some characteristics of audiovisual media: linearity, show dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low students interactive involve level. The kinds of this media such as: video, movie, television. According to Arsyad, it can be concluded that teaching media can be classified into three groups: those are visual media, audio media, and audiovisual media.

2.2.3 The Advantages of Media

Media is very helpful in teaching language learning. It helps the teacher to motivate the students to learning more seriously with using slice of real life in the classroom and giving the materials more interested and presenting in the classroom with communicative language to students understanding more easily. So, with media students can enjoy the teaching learning and not bored with materials on teaching learning. Media also provides information such as cultural input which is impossible to be brought its real things in classroom.

According to Celce Murcia states about the advantages of using Media in language learning: teaching for many years. It is rare, these days, for a publisher to produce a major course book without a video component added in, and teachers

frequently enliven their classes with off-air material or tapes produced for language learning. There are many functions of video, one of them are for education. Video is a selection and sequence of messages in audio-visual context. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations.

Video consists of audio and visual. Sand, Lester. (1956) "Audio Visual Teaching Procedures". say that audio-visual is the complete media. Because both audio and visual are used in the class, for example: television, films, video, etc. According Susan, video can help students in 4 ways; through motivation, through communication, through non-verbal and through cross-cultural comparison. In conclusion, video is a tool using in recording, reproducing, or broadcasting of moving visual images. Video consist of audio and visual and can be used in teaching and learning process

2.3 Video Media

2.3.1 Kinds of Video

Commonly, according to Jane Sherman, Sherman, Jane. (2003) "Using Authentic Video In The Language Classroom" there are some kinds of videos, such as:

A. Video Drama

Stories video drama here means everything which tells a story about fictional character. Of course, much film drama is set in a fantasy world where the people are rich and white, the man are heroic and the women beautiful, boy-meets-girl ends in true love, and criminals are brought. Snarling to justice after elaborate car chases.

B. True Stories

There is no clear dividing line between fact and fiction in feature films but some films do claim to be about real-life events and try to reflect the awkwardness of reality, with its ambiguous and unpredictable events, complex social scenery and long unromantic time spans. They are particularly useful in projects since they often center on a theme or issue and have vivid historical, social or geographical settings. Based on Jane Sherman there are two main types of true stories:

1. History Films

These in particular have to establish a complex background very rapidly at the beginning (remember those historical parchment summaries scrolling up at the beginning of old history films). Most history films involve military or political battles and a lot of moving around.

2. Biographical Films

Films about relatively ordinary people invite comparison with oneself in all possible ways (lifestyle, other people's shoes, turning points follow-up).

3. Short Video

Short is measuring or covering a small length or distance. According to Jane Sherman video is a machine which can be linked to the television set to record TV programs they are broadcast. Video in management training most probably means a video camera which plugs into a video recorder and records into videotape say that in dramas or movies, video means everything which tells a story about fictional characters. From both definitions, the researcher concludes that a short video is any

film or video not long enough to be considered a feature film. Short video can help them to play their imagination based on the words and pictures. There are many kinds of short video like cartoon, animated short video, narrative short, video and another.

Cartoon short video likes Tom and Jerry, animated short video likes naruto and narrative short video likes Cinderella, Snow white and so on. In general, short video is defined as the picture that appear and can move. A short video or animated video is one in which puppets or drawing appear to move. Short video should be suitable for children and improve their motivation in learning narrative structure. Usually, almost all children like story. It means short video made them enjoyable and fun in learning foreign language.

Meanwhile, Brown, Lewis termed it as a collection film or video prepared through the pictures that produce the illusion of movement when projected. It means short videos are videos that show the illusion of motion and interesting images so that someone watching can feel what is in the video. The use of short video is expected to improve student motivation to understand the vocabulary. According to Dahar (the use animated video as media of information relevant to the processing model which is divided into eight phases, they are phase of motivation, recognition, acquisition, retention, dialing, transfer, giving, responses, up to reinforcement. It means animated video like a short video, because short video qualifies as a medium that since the beginning can help to motivate students to learn until get to the stage reinforcement, which is expected after watching the short

video, feedback can be carried with maximum results. The use short video has grown into the realm of learning as medium that supports student achievement.

4. Long Video

Long video is film or video has duration about an hour or more. It's like box office movie, Hollywood, action movie and so on. Long video is a descriptive term for a type of video content that has a content arc with a beginning, middle, and end which in its entirety typically lasts longer than 10 minutes. If the content is ad supported, it typically contains breaks (mid-roll).

2.3.2 The Advantages of Video

Video has many advantages in classroom. Cakir (2006) describes advantages of video are as below:

1. Video is as enhancement of students' interest in study.
2. Video can be used as a facet of instruction along teaching learning process.
3. Video can contribute the students' learning about how to handle different kind of information (oral, written, visual) at the same time.
4. Video can allow learners view a power point presentation, images, discuss in oral and written form, searching on the internet, and prepare a short report in a single session through audio and visual.
5. Video session, students can also learn how to think strategically and work collaboratively.

2.3.3 The Disadvantages of Video

Beside the advantages above, there are also many disadvantages of using video in teaching (Cakir, 2006), such as:

1. Video uses modern technology like computer and many teachers are scare to use the technology because they cannot use it.
2. To handle it, the teachers must improve their ability in technology because students learn in digital era now.
3. The students just focus on watching video in classroom. This condition can make the activity be passive. In short condition, there are many advantages and disadvantages of using video in teaching and learning. So that, the teacher must use media to grab the students' attention and minimize the negative impact of video.

2.4 Interest

2.4.1 Definition of Interest

Every individual has a tendency toward something in their environment, such as an object, topic, or activity. If it gives them something good, possibly, they may be interested. Being interested in something can mean that we care about it, that it is important to us, and that we have positive feelings about it. Someone who has specific needs or interests for something is more likely to be enthusiastic about achieving their goals. According to the American Psychological Association Dictionary of Psychology, “interest is an attitude characterized by a need or desire to give selective attention to something significant to the individual, such as an activity, goal, or research area”.

Meanwhile, John Dewey defined interest as “being engaged, engrossed, or entirely taken up with some activity because of its recognized worth”. It means that someone will devote their time to doing their passion something. For example, when students are interested in learning a language, they will explore and seek material about that language whenever possible, take courses to help them understand the topic better, and work hard to gain something of value. Crow and Crow in Djaali mentioned that interest is related to the presence of a movement style that encourages a person to face or deal with people, objects, activities, and experiences that are stimulated by the activity. According to Ulrich Schiefele, interest is conceived of as relatively enduring preference for certain topics, subject areas, or activities. In other words, interest is one of the driving factors for someone to participate in an activity. Based on the understanding of interest above, it can be concluded that interest is an emotion characterized by a tendency to pay attention to an object, topic, or activity accompanied by a sense of pleasure. Interest is indicated as a preference to do one activity over another. This is accompanied by the attention and emotional involvement of an individual.

2.4.2 Factors Influencing Interest in Learning

Interest in education and learning has been identified as a strong motivational component associated with the formation and regulation of goal-oriented behavior. This is recognized as a motivational factor that can affect learning and performance. However, previous studies have identified some issues that can be categorized as factors that influence student interest in learning English. The theory used comes from

Slameto, where the theory can be the basis for understanding existing phenomena or problems and achieving the objectives of this research. According to Slameto in Atia, the factors that influence students' interest in learning are divided into internal and external factors. Internal factors come from oneself, including physical and non-physical factors, while external factors are from outside, including family, school, and peers. Factors that influence interest in learning can increase or decrease student interest in learning. The better and more positive the influencing factor the higher the interest in learning.

A. Internal Factors

Internal factors are the factor influences learning interests that originate within students, including physical and non-physical aspects. The following are the internal factors:

1. Physical Factors

According to Maulani and Aryadie, the physical aspect includes the physical condition and individual health of students, such as eye health, ears, and stamina. The excellent physical condition will greatly support successful learning and able on affecting students' learning interests. This is also stated by Slameto, where the health of the body affects student learning. Furthermore, Syaiful in Rizky et al. Stated that the condition of the student's organs, such as the level of sensory health hearing, and sense of sight, also greatly affect their interest in achieving good achievement. However, health problems in students, such as fatigue, hearing, and vision problems, can cause a decrease in student interest in learning.

As stated by Wendy McCracken et.al. children who have difficulty in hearing can quickly lose interest in the lessons that are being taught by the teacher. In addition, children who have moderate or severe hearing loss may not want to go to school, because they are not only unable to hear the teacher but cannot hear what their friends are talking about. Furthermore, if there is interference with the eyes and ears it can cause bad receiving information from outside for students and ultimately influence learning outcomes

2. Non-Physical Factors

a. Attention

According to Slameto, attention is an aspect that affects students' interest in learning, where their soul is solely focused on the subject they are studying. Dagmar Divjak defined attention as selective focusing on some aspects of the environment. Meanwhile, Sataloff et al. in Nur and Asep stated that attention is an active process of limiting the information that appears in the millions received from sensory, memory, and other cognitive processes so that it only focuses on information that is considered important, while other distracting information that is considered less important is ignored. Sataloff also stated that attention can be interpreted as a form of readiness to pay attention to what is liked and interested. The essence of attention is focalization, concentration, and awareness. Attention is one of the factors that influence interest in the learning process. Research conducted by Lanya found that attention affects teenagers' learning interests.

b. Readiness

According to Slameto, readiness is an aspect that influences students' interest in learning, where the students have the willingness to respond or react. While readiness in learning is a learning condition that prepares you to give an answer/response, consisting of teaching students to achieve a particular goal. Furthermore, student readiness is an individual state where students are physically, mentally, and emotionally ready to learn.

c. Intelligence

According to Slameto, intelligence is the ability to deal with and adapt to situations quickly, to know or use abstract concepts effectively, and to know relationships and learn them quickly. Meanwhile, Halim Purnomo stated that intelligence can be interpreted quickly and precisely to overcome a situation or to solve a problem. In other words, intelligence is a situation intelligence of thought, traits of intelligent action (intelligence). Intelligence in this context refers to the students' ability to receive the lesson in both teaching and learning. Students who have a high level of intelligence will be more successful than students who have a lower level of intelligence.

B. External Factors

External factors are the factor that influences students' interest in learning that comes from outside of themselves, including family, school, and peer:

1. Family

Slameto stated that students get influence in family factors in the form of how parents educate, relationships between family members, household atmosphere, and family economic conditions. Meanwhile, Viviana and Suwarsito stated that in increasing students' interest in learning, especially in learning English, the family has an important role in growing students' interest in studying at home. The way parents educate, such as providing for children's needs for learning, knowing children's learning progress and understanding learning difficulties, and giving a reward can be demonstrated by parents as a form of parental attention to increase students learning interest. Those treatments significantly affect students' interest in learning English and students' English learning achievement. In addition, students are influenced by their family, including how their parents educate them, the relationships between family members, the household atmosphere, and the family's financial situation

2. School

In the world of education, especially in teaching and learning activities, the role of the teacher is very necessary for the smooth learning process. The teacher's role in increasing student interest in learning can be done by using learning support media, utilizing learning facilities, applying creative ideas and fun activities, and organizing learning. Furthermore, Slameto stated that the influence of teachers on students' interest in learning can be seen from the teaching and learning process in the classroom and the relationship between teachers and students.

2.4.3 The Indicators of Interest in Learning

According to Slameto in Tri Saswadi, indicators of student interest in learning are as follows:

A. Attention

According to AgusSujanto in Sufi, “Attention represents activity or concentration on perception; understanding.” It leads a person to know more about something. Students' attention can be seen when students concentrate while studying, focus on listening teacher's explanation, ask the teacher about the material, and look for other sources about the material in the lesson

B. Enjoyment

Gerda and Tina have defined enjoyment in learning as a multidimensional construct consisting of affective, motivational, cognitive, psychological, and expressive. It can be seen when students enjoy doing the task or exercise given by the teacher at school, are always enthusiastic to follow the lessons, and take a note from the material participate more in something they like. For instance, students ask when do not understand the material, always do the task given by the teacher, and answer the question from the teacher

2.4.4 The Function of Interest in Learning

The function of learning interest is as a motivating force that encourages students to learn. Students who are interested in learning will be encouraged to continue to study diligently. Meanwhile, Makmun Khairom in Andry Jecseneri, cited in Maria Goretty Sarahutu mentioned several functions of learning interests as follows:

1. Makes it easier to concentrate
2. Prevent distraction from outside.
3. Strengthen the memory of the lesson

2.5 List of Previous Studies

The researcher has found several previous studies related to the use of video in teaching listening comprehension that support this research, including:

1. The research conducted by Nunun Indrasari, *Improving Students' Writing Skill Of Narrative Texts By Using Short Videos At The Eighth Grade Students Of SMPN 2 Temanggung In The Academic Year Of 2009/2010*. Thesis In English Department State Sebelasmaret University Surakarta, 2010. This experimental research has similarities with the use of video in testing its effectiveness on EFL students' listening comprehension skills and the research approach. The difference is in the method and data analysis. The results of this research show that there is a positive effect after students undergo treatment to their listening comprehension skills using the Audiovisual Method.
2. Mansur Hidayat, *The Implementation of Using Short Video Stories to Increase Students Understanding In Learning Narrative Structure In Seventh Grade of Mts Salatiga Pancasila salatiga Academic Years Of 2012/2013*. Thesis In English Education Departement of state Islamic Studies Institute Salatiga, 2013. In this research, it was found that there were several factors that influenced the increase in understanding, namely that children of this age were more interested in visual learning models, which ultimately increased students' interest in participating in

learning through videos. What this research has in common is that they both look for several factors that influence the level of understanding. However, this research uses quantitative methods to analyze student learning outcomes.

3. Dita Oktapiana, The Influence Of Using Short Video Towards The Students speaking Skill At Grade Vii Of Smpn 22 Bandar Lampung. In learning via video, there is also audio that can help students, for example, with spelling and imitating correct pronunciation. Absolutely videos are helpful in the learning process

2.6 Framework of Thinking

Starting from the idea of the importance of English in education in Indonesia and its impact on the lives of the nation's generations in continuing bilateral relations. English Language Learning in schools it seems to be given more priority. Teacher must conduct a learning that tries to dig deeper into students' interest in English. If any factors have been found that might influence student interest, teachers can determine an appropriate learning style that can increase student interest. Through this research, it is hoped that it will help teachers determine learning for students in learning English.