

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) theoretical description, (2) previous related studies, (3) research setting, (4) hypotheses of the study, and (5) criteria of testing the hypothesis.

#### **2.1 Theoretical Descriptions**

##### **2.1.1. Concept of Listening**

There are many definitions of listening that have been proposed by some experts in language learning. According to Sharma (2011) “Listening is a communication method that requires the listener to understand, interpret, and assess what they hear” (p. 13). Furthermore, Darweesh (2014) says that “Listening is one of the most important skills used by people while communicating with each other” (p. 1). In addition, Herlina (2016) says that “Listening is a student ability to understand the meaning of the words they hears and to relate to them in some way” (p. 55). Moreover, Tyagi (2013) also adds that “Listening is a key to receive messages effectively and to combine of hearing what another person says and the person who is talking (p. 1).

In order to understand a message of what the person says, listening skill needs certain some processes that allow people to be good listeners. According to Brown (2007) those process are bottom-up processing and top-down processing. They are:

##### **1. Bottom-up Processing**

Bottom-up point of view looks the process of listening as the way to get information from the (listening) text. Darweesh (2014) This type of process is linear in the sense that listeners separate the parts of what they hear into pieces; a sequence of one by one, which means going from part to whole. Renukadevi (2014) also says that

bottom-up processing are text based where the listener use linguistic knowledge to understand information” (p. 61)

## 2. Top-down Processing

According to Renukadevi (2014) Top-down processing are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened.

### 2.1.2. Types of Listening

According to Kline (1996) listening divided into 5 types:

1. Informative listening is the situation where the listener’s primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.
2. Relationship listening is either to help an individual or to improve the relationship between people.
3. Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.
4. Critical listening is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
5. Discriminative listening is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker’s rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

Kline (1996) also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

### **2.1.3. Importance of Listening Comprehension**

There are different definitions of the term listening comprehension. According to Ahmadi (2016) “Listening comprehension is the different processes of understanding the spoken language” (p. 8). Sabouri (2016) These include knowing speech sound, comprehending the meaning of individual words and understanding the syntax of sentences.

Moreover, Balaban (2016) states that “Listening comprehension is one of the basics of language learning” (p. 126). Rost (2011) defines that “Listening comprehension encompasses receptive, constructive, and interpretive aspect of cognition” (pp. 2-3). Furthermore, Hamouda (2013) expresses that “Listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills” (p. 115).

It can be concluded that listening comprehension is the core of the communication process. It is more than just hearing what is said, rather the ability to understand the meaning of the word which will hear.

### **2.1.4. Factors Influencing Listening Comprehension**

There are some factors that may have influence in listening. Brown (2004) states that there are eight factors in listening process. They are as follow:

1. Clustering

Difficulty in distinguishing phrases

2. Redundancy

Repetition of words or questions which causes test taker confuse in answering the questions

3. Reduced Forms

Test taker Confused with reduced sentences.

4. Performance Variable

Being able to weed out hesitations, false starts, pauses, and corrections in natural speech

5. Colloquial Language

The existence of cultural differences that make test taker not knowing the meaning of the word

6. Rate of Delivery

Keeping up with the speed of delivery, processing automatically as the speaker continues

7. Stress, Rhythm, and Intonation

Inaccuracy of the stress, rhythm and intonation that make test taker mistake in interpreting the questions

8. Interaction

Managing the interactive flow of language from listening to speaking to listening etc

### **2.1.5. Concept of Animation Film**

According to Reddi and Mishra (2003) Animation is designed as a simulation of movement created by displaying a series of pictures or frames. Animation strictly is a visual illusion. It builds dynamism, energy and motion to inanimate objects. It also adds the dimension of time to graphics

Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Stewart (2006) claims films provide an

invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in elementary and high school.

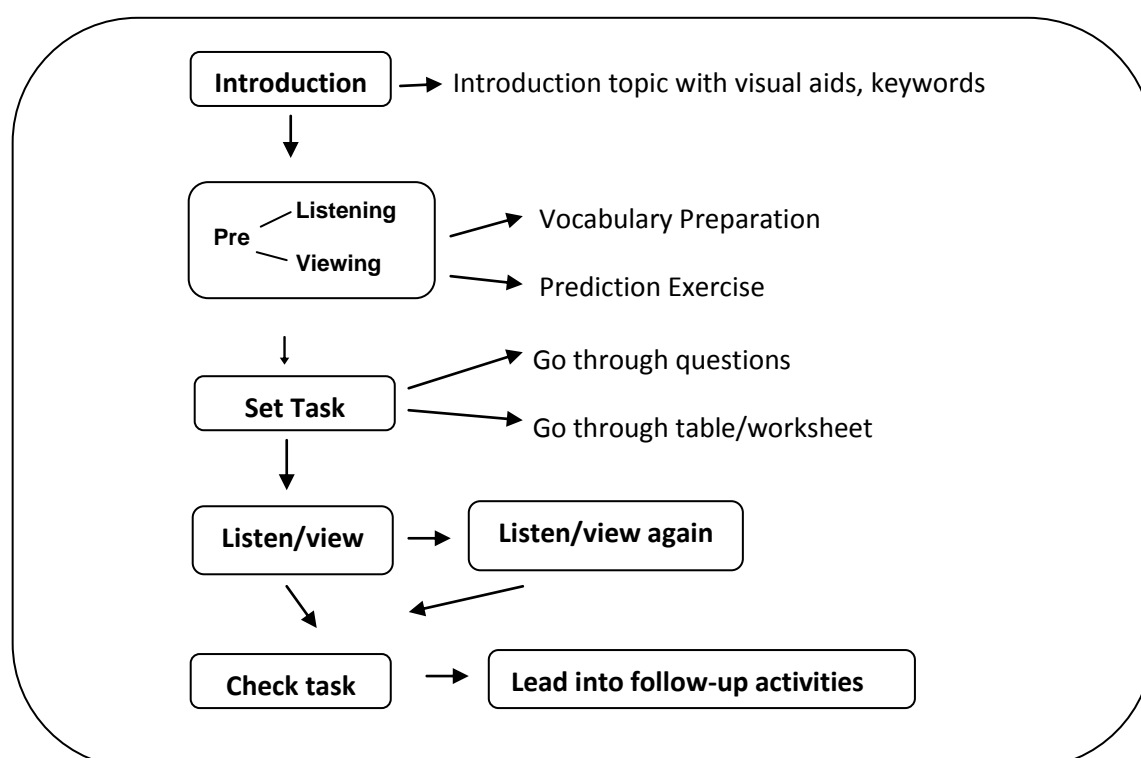
According to Yatimah (2014) Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time.

From definition above, it can be concluded that animation films are sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry messages or information. By interesting humorous elements animation films are intended the students attention.

The use of animation film as a medium of learning has an important role because in this phase the students are very responsive to the visual stimuli that are funny, interesting and practical. Learning with animation film will create an effective learning because it can bring the student into a pleasant atmosphere.

#### 2.1.6. Procedures of Teaching Listening Comprehension with Animation Film

According to Lavery (2001) there are some procedures for using film in teaching listening consist of the following steps:



In this study, there were 12 meetings including pre-test and post-test. Each meeting was 2x45 minutes. The teaching procedure is explained as follows:

- Pre Activities
  1. The Researcher greets students.
  2. The Researcher checks the attendance list.
  3. The Researcher explains briefly about the topic that they are going to hear
- Whilst Activities
  1. The Researcher explains about the material
  2. The Researcher tells the students about the film
  3. The Researcher tells the students some vocabulary in the film related to the material
  4. The Researcher asks the students to predict what will happen in the film
  5. The Researcher gives a task to the students
  6. The Researcher plays the film
  7. The Researcher stops the film at any scene to highlight the point or replay the film again
  8. The Researcher asks the students to do the tasks individually while watching the film
  9. The Researcher and the students discuss the answer of the task together
- Post Activities
  1. The Researcher and the students summarize the main point of the discussion
  2. The Researcher closes the teaching and learning process

## **2.2. Previous Related Studies**

There are three previous related studies which are related to the researcher's present study. The first study entitled "*Improving Students' Listening Skill by Using Animation*

*Videos*” written by Boris Ramadhika (2014). The purpose of this study was to improve students’ listening skill by using animation video. The result of his study showed that the use of animation videos was effective to improve students’ listening skill.

In relation to previous study, the similarities and the differences were found between the researcher’s study and his study. The similarities are as follows: both of the researchers discuss quantitative research, both of the researchers use animation video or film. Meanwhile, the differences are as follows: the participants of the researcher’s study are the eleventh grade students’ of SMA N 11 Palembang, while his study was the eighth grade students’ of SMP N 16 Magelang.

The second study entitled *”The Use of Contextual Video to Improve Students’ Listening Ability”* written by Mardiya Kamilah (2013). The purpose of this study was to investigate the effectiveness of contextual video usage in improving the students’ listening ability. The result of this study showed that contextual video is effective in improving students’ listening ability.

In relation to previous study, the similarities and the differences were found between the researcher’s study and her study. The similarities are as follows: both of the researchers discuss quantitative research, both of the researchers use video or film. Meanwhile, the differences are as follows: the participants of the researcher’s study are the eleventh grade students’ of SMA N 11 Palembang, while his study was the eighth grade students’ of SMP N 16 Semarang.

The third study entitled *“The Effect of Using Descriptive Video in Teaching Listening Comprehension”* by Teguh Fachmi (2010). The purpose of this research is to investigate the effectiveness of using descriptive video in learning listening. The result of her study showed that descriptive video effective in improving students’ listening ability.

In relation to previous study, the similarities and the differences were found between the researcher's study and his study. The similarities are as follows: both of the researchers discuss quantitative research, both of the researchers use video or film. Meanwhile, the differences are as follows: the participants of the researcher's study are the eleventh grade students' of SMA N 11 Palembang, while his study was the tenth grade students' of SMK Islamiyah Ciputat.

### **2.3. Research Setting**

SMA Negeri 11 was built in 1984. Then on October 1984, SMA Negeri 11 received a certificate of registered accreditation level, with the decision of Director General of Primary and Secondary Education dated October 9<sup>th</sup>, 1984 Number: 593.82/003316/1984.

The present headmaster of SMA N 11 Palembang is Joko Edi Purwanto, S.Pd. The total number of the teachers and staffs of SMA N 11 Palembang are 56 person. There are 50 civil servants and 6 administration staffs.

### **2.4. Hypotheses of the study**

According to Creswell (2012), "Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics" (p. 111). Hypotheses of this study are proposed as Null Hypothesis (Ho) and Alternative Hypothesis (Ha) as follows:

1. Ho: There was no significant difference between the eleventh grade students' listening comprehension achievement in good category between those who are taught by using animation film and those who are not at SMA N 11 Palembang.



Ha: There was significant difference between the eleventh grade students' listening comprehension achievement in good category between those who are taught by using animation film and those who are not at SMA N 11 Palembang.

2. Ho: There was no significant difference between the eleventh grade students' listening comprehension achievement in average category between those who are taught by using animation film and those who are not at SMA N 11 Palembang.

Ha: There was significant difference between the eleventh grade students' listening comprehension achievement in average category between those who are taught by using animation film and those who are not at SMA N 11 Palembang.

3. Ho: There was no significant difference between the eleventh grade students' listening comprehension achievement in good and average categories between those who are taught by using animation film and those who are not at SMA N 11 Palembang.

Ha: There was significant difference between the eleventh grade students' listening comprehension achievement in good and average categories between those who are taught by using animation film and those who are not at SMA N 11 Palembang.

## **2.5. Criteria of Testing the Hypothesis**

According to Fraenkel, Wallen and Hyun (2012) standpoint that to prove research problem in measuring significant different, testing research hypothesis is required as follows:

1. If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected
2. If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.