

CHAPTER II

LITERATURE REVIEW

This chapter discusses several points there are listening, listening comprehension, teaching listening comprehension, assessing listening, learning media, video, TED Talks video, and previous study.

2.1 Listening

2.1.1 Definition of listening

According to the Krashen (1982) the definition of listening is the main importance in the language learning process that by the time the ability to speak and write fluently will comes on its own. From the definition may be said that communication would not work properly without the activity of listening first cause of listening is a basic skill in language use. Listening fosters second language learning because it offers input which is a major factor in the learning process that Krashen acknowledges. This funds that listening is a cycle of language reception. In listening, the listener must differentiate between sound, discussed vocabulary and grammatical structures, resolve difficulties and intentions, maintain, and follow up in a larger social and cultural sense of speech (Wipf, 1984).

Based on Rost (2002) statement, listening is describe as the process of believing what the speaker really says (receptive orientation); build and representing. Meaning (constructive orientation); discuss meaning with the speaker and react(collaborative

orientation); and, creating meaning through involvement, imagination, and empathy (transformative orientation).

2.1.2 The Problems in Listening

The first learning difficulties that student face in building good listening is to recognize the education difficulties that students are having as a result of listening to relevant topic. According to Ur (1996: 111-112) the listening problems that students faced like trouble with the sound, students worried because forget some words, the audio is too fast, need to repetition, find it difficult to keep up, and get tired sometimes.

2.2 Learning Media

According to Webcrawler (2013), educational media refers to contact networks that hold messages for educational reasons and are typically used for studying and teaching purposes. Learning media in general are instruments for teaching and learning. All that can be used to enhance students' emotions, fears, fears and skills or talents in order to promote the learning process. These constraints are very broad and require a thorough knowledge of the materials, the environment, individuals and approaches used for learning/training purposes. The learning process is also a communication process that takes place in a system; the learning media play a significant role as a part of the learning system.

Communication would not exist and the learning process as a communication process cannot be optimal without the media. Learning media

are an important part of learning systems. From the above opinion, it is inferred that learning media is all that can be channeled messages, that can stimulate students' thoughts, feelings, and wishes so that they can promote the development of learning process.

There are several types of learning media, including: Visual Media: graphs, diagrams, diagrams, graphs, posters, cartoons, comics; audial media: radio, tape recorders, language laboratories, and the like; the projected media is still: slide; overhead projector (OHP), in focus and the like; projected motion media: film, television, video (VCD, DVD, VTR), and computers.

2.3 Video

2.3.1 The Definition of Video

Video is defined as the capture, filming, editing, storages, distributing and electronically reconstructing sequences of still images that represent moving scenes. According to Newby (2000: 102), video is a presentation of images captured on a TV style frame. Any media medium that uses a cathode ray screen to view an image can be considered a film. Furthermore, Richards & Renandya (2002: 364) point out that video is a very dense media incorporates different visual elements and different audio involvements in addition in spoken language.

Video should be used to enhance the instructional also can motivate students in learning activity. According to Woolfit (2015: 5) Video was described here as digitale captured material that has sound

and motion that can be stored or transmitted live, and can be streamed to a variety of dive sites. Mine though Kim (2015:16) said that videos are widely used as a guide because they have context information and specification and specific examples that provide a focus for learning actives. Than Harmer (2001:282) discusses some main benefits of using video in the classroom, but also potential problems, and the main benefit of using video in the classroom is that students can both understand and see the text.

2.3.2 The Benefits of Using Video

There are some benefits of teaching English using video according to Tomalin (1991: 48). First students enjoy the language learning. Second, it is the effective way to teaching body language. The third, the students gain confidence through repetition.

1) Students enjoy language learning activity using the video.

Video instruction makes the learning activity more diverse.

The different medium used by the instructor will inspire students to learn and feel relaxed in teaching-professional learning.

2) It is appropriate in learning body language

English students learn from the surrounding. Since the film consists of movement, students will learn body language related to the activity in the video

3) Students gain confidence with repetition

Students will learn through absorption and imitation. Woolfit (2015: 34) found that 76% of the students surveyed find the video format (Web Based Learning Technology) to have a positive effect on their learning and to make it easier to read. More than 90% of students at the University of Manchester B.

2.4 VOA

Voice of America is the acronym of VOA. Voice of America's VOA Special English Platform has become a popular medium for learning English, and apps that can be accessed free of charge can make it easy for lecturers and students to learn English while enhancing their listening skills. VOA is one of the educational media or interactive (audio visual) that can be seen and heard.

VOA is an international news program included in a computer application that can be downloaded through the Internet. In addition, VOA is sponsored by the U.S. Government by the Governor's Broadcasting Commission. Voice of America broadcasts the first special English show on October 19, 1959. (Sabinus, 2013:3). As the EFL learner installs this software, the learners will be able to hear and see scripts or text running on the computer. This VOA Special English Education Article news program is easy to run and can be replicated.

The VOA is based on the VOA Charter, which was signed into law by President Gerald R. Ford on 12 July 1976. It preserves the editorial freedom and dignity of the programming of VOA. The long-range needs of the United

States are fulfilled by direct radio contact with the world's inhabitants. These principles will therefore govern Voice of America (VOA) broadcasts. The first, VOA can serve as a reliably credible and trustworthy news outlet. The second, VOA will represent America, not a single subset of American society. The third, VOA would make the policies of the United States transparent also successful.

2.5 Previous Study

According to Sabinus (2013) the student achievement in listening comprehension after thought by VOA videos has significant improvement, particularly for SMK Mandiri Pontianak's 11th grade B accounting class students in the 2011/2012 academic year. There was an increase in the ranking of the students from pre-test to post-test. Teaching listening through education video could positively involve the students in the process of teaching learning activity.

In addition, according to Tasya, Tohidin and Priajana (2018), who conducted quasi-experimental testing populations, SMAN 1 Babakan 2017/2018 students were sampled, with students of X IPA 1 consisting of 36 students and X IPA 2 consisting of 35 students. The tools included two samples, a pre-test and a post-test and a questionnaire. The finding revealed that the majority of students reacted positively.

Therefore, the similarity of the previous studies and this study is using VOA video. In addition, the intended sill of this study is also listening skill. Furthermore, the differentiation of the previous study and this study are from

the research design, the place, the time, and the instrument. This study use correlational research design that conducted in the fourth semester students of English Education Department of IAIN Tulungagung academic year 2020/2021. This study is focused to find out the relationship between watching VOA video and students listening skill.