

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the definition of listening, listening problem, difficulties in listening, listening problem, definition of cartoon movie and the advantages of using cartoon movie in teaching listening.

A. LISTENING

This research is present about listening skill by using cartoon movie. So, it is important to reviews on related literature about listening. Here will explain the definition of listening, listening problems, difficulties in listening and listening problem.

1. Definition of listening

The most important skill in english language that cannot be separated from learning English is listening. Skill in english there are listening, speaking, writing and reading. Listening not only helps you understand what people are saying to you but also helps you to speak clearly to other people.

From the definition above, that listening is to listen attention to sound or take notice. So the beginning of listening is because someone is talking. Listening needs a concentration to find out what is the essence of the sound that has been heard. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to

place stress in words and sentences. This makes your speech easier for other people listening to you to understand.

2. Listening problem

The most important thing in an education problem is seen from the things that are less effective in the classroom. The listening problem can identify with the result of listening. According to previous study, the researcher identifies the learner's problem and the solution as follows :

a. Trouble with the sound

In here, students not always good to pronunciation when they speak english. English not always good when we speak english with quickly but they should know what anything to good speak english.

b. Have understand very word

When the students speak to other friends or othe teacher and writing in the book. They not understand the word to speak or writing. The teacher can give some method to teaching in the classroom. So, the student can understand one by one word when they speak or writing in english.

c. Cannot understand fast, naturally native speaker

Students in Indonesia not same with students in English because they do not understand when the native speaker or teacher speak with fast. The students can understand when the teacher can speak slowly and clearly. The teacher can give some treatment to students with video vloger native speaker so that the students can understand when the native speak fast.

- d. Need to hear thing.

The students not understand the word english when the someone speak anything with fast. The student should focus to hear when the someone or people speak english. Student to understand when they hear with accustomed.

- e. Find it difficult to keep up

The students should find the difficult when they speaking or reading. When they find the difficult, they can to fix the difficult with the increase knowledge about what is needed to learn English.

- f. Get tired

Some students feel tired and bored when they listen english expecially children who do not like learning english. So the solution from this problem is they should make easy and important to learning english.

3. Diffuculties in listening skill

There are eight factors making listening difficult as follows:

- a. Clustering, in written language we aare conditioned to attend the sentence as the basic unit of organization.
- b. Redundancy, spoken language unlike written language, has a good deal of redundancy.
- c. Reduced from, while spoken language does indeed contain a good deal of redundancy, it also has many reduced forms.

- d. Performance variables, in spoken language, except for plan discourse, hesitations, false starts, pauses, and correction are common.
- e. Colloquial language, learners who have been exposed to standard written English and/or textbook language sometimes find it surprising and difficult to deal with colloquial language.
- f. Rate of delivery, virtually every language learner initially thinks that native speakers speak too fast.
- g. Stresses, rhythm and intonation, the prosodic features of the English language are very important for comprehension.
- h. Interaction, unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension.

4. Listening material

The following are among the reasons for teachers' satisfaction with particular listening materials:

- a. Good for starting discussions

The teacher can give some simulation to others for starting discussion.

The teacher saying simulation with discussion clearly.

- b. Can be used for self-access learning

We can learn to be independent by listening to what we think good and interesting.

- c. Contains a variety of tasks

Start learning to listen the story and fill out a question related to the story.

- d. Easy to use

Use the language with easy to understand and easy to listen. So, listeners can catch the content clearly.

5. A good listener

The characteristics of active as below:

- a. Make eye contact
- b. Give full attention, both mentally and physically (make a conscious effort to screen or filter distrctions: listening from the heart)
- c. Respond to the content and emotional (felling) component of the message
- d. Listen for ideas or themes
- e. Confey evidence of listening (e.g. paraphasing, restating what is said, or playing back the message)
- f. Respond to the content and emotional aspect of the clients verbal and nonverbal message.

6. Listening Ability

Listening is the ability to accuratelly receive and interpret messages in the communication process. The most basic and powerful way to connect to another person is to listen. The most important thing we ever give each other is our attention.

The best way to listen is known as mindful listening, full awareness, and without judgement.

Three Kinds of Listening :

1. Content Listening : Understanding and mastering the message conveyed by the speaker.
2. Critical listening : Understand and evaluate the meaning of the speaker's message, including the speaker's intentions.
3. Emphatic listening : Understand the speaker's feelings, needs and wants.

B. MEDIA IN TEACHING ENGLISH

The part will discuss about the definition of media, kinds of teaching media, and the advantages of using audio visual media in teaching.

1. Definition of Media

Media is the the most important to learning and communication. With use media we can get some information to support some activities. Media not only using internet but we can use media visual or audiovisual. We can use media in anywhere for example in school or in lose school. So, the teacher can make media when they do learning in classroom.

2. Kinds of teaching media

The previous study, the researcher says that the kinds of teaching media can be divided into three categories: visual, audio and audio visual media.

a. Visual media

Visual media is always printing. Visual media not have audio must have the picture. Visual media can use in school to learning. The teacher can use media to be learning in classroom. For example the media are: picture, photos, real things, chart, miniatures and cards. Vidual media like we reading or writing.

b. Audio media

Audio media is always lintening. Audio media is listening to other information not use a picture. Audio media show to the communication. The kinds of audio media such as:

1. Radio
2. Tape recorder
3. Cassete
4. Compact disc

c. Audio visual media

There are some characteristics of audio visual media: show dinamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was develop based on behaviorism psychology and cognitive principle, teacher oriented throught the low students interactive involve level. The kinds of this media such as:

1. Video
2. Movie

3. Television

B. DEFINITION OF CARTOON VIDEO

1. Definition of Cartoon

Cartoon like a picture to description some situation. Cartoon can seen using media television or handphone and can drawing in the paper. Many people like cartoon because the story is fairy tail and can make the speaker important to understand what the story in the movie.

2. Devinition of video

Video is familiar to other people. Video is audio visual media present the movement. Video have the purpose like give some information, education, documentation and etc. We can look some video to education for example how to use an item. so we who originally did not know how to make these items can finally know by looking at the picture.

3. Devinition Cartoon video

Cartoon video is a film for cinema, television or computer screens, made using motion pictures, as opposed to animation in general, which includes films made using clay, dolls, 3-D modelsand other materials. Cartoon video are still made for entertainment, commercial, educational, and personal use.

4. Techniques in Using Video

According to Cakir (2006) there are some practical techniques for video implication in the classroom:

a. Active viewing

In active viewing activity, the teacher shows the video and let the students watch it from the beginning to the end. This activity helps the teacher know how far the students understanding of the video shown.

b. Freeze framing and prediction activity

While the video is being played, the teacher stops the video which the pictures of characters body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

c. Silent viewing

Silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video.

d. Sound on and vision off activity

The sound on and vision off activity, the students only can hear the dialogue but unable to see the action. This activity helps the students to improve.

e. Repetition and role play

Repetition and role play, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

f. Reproduction activity

Reproduction activity, the students are shown a section in the video and asked to retell what is happening. This activity can improve the students' listening skill.

g. Dubbing activity

In dubbing activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off.

h. Follow-up activity

Follow-up activity, the teacher makes discussion with the students about the content of the video in order for the students to understand what is the video about. By applying those techniques, will help the teachers enable to teach English by using animation videos easily.

C. The Advantage and Disadvantage Cartoon Video

The use of cartoon video also has the advantage and disadvantages. Before using cartoon video as the teaching media, it is needed to know the advantages and disadvantages of it.

1. The advantage of Cartoon Video

- Completing the students' knowledge
- Describe a certain process more detail

- Increase the students' motivation
- Make the class more life
- Can present the dangerous events
- Makes learning faster

2. The Disadvantages of Cartoon Video

- Spend the time and cost
- Sometimes it is difficult to follow the video, because it moves continuously
- Sometimes the video are not appropriate with the learning goal

D. THE BENEFIT OF USING VIDEO AS MEDIA

In teaching, many teacher use media to process learning in the classroom. Some students can understand when the teacher using as media to explain the material to students. So, student's can understand with easily and happy. There are so many advantages using video in the teaching and learning process. So, the teacher can make easy to teach in the classroom.

E. MODEL OF TEACHING LISTENING USING CARTOON VIDEO

1. Listen or write

In this technique, the teacher reads or listen to a short discourse that is heard only once.

2. Listen or guess

The teacher describes an object or the teacher asks students to describe an object that is heard or read by the teacher.

3. Expand sentence

Say a sentence and repeat the sentence again. Sentence that have been expanded by adding words or groups of words that have been spoken.

4. Chain whisper

This chain whisper can be done in groups or several students.

5. Keyword identification

In listening to a sentence, paragraph or discourse, it is not necessary to capture all the words but just remember the ke words which are the essence of the convertation.

6. Identity topic sentence

A discourse consist of several paragraphs. Each paragraph contains at least two element, namely the topic sentence and the developer sentence. Topic sentences can be found at the beginning, middle and end of the paragraph.

7. Abbreviate or summarize

Abbreviating or summarizing means summarizing long material into as little as possible. However, a shor sentence can represent a long sentence.

8. Paraphrasing

One way that people use to understand the content of poetr is by expressing the content of the poem in their own words in prose.

9. Answer the question

Another way to teach affective listening is through practice by answering the what, who, why, where, and when questions that are asked according to the reading material.

F. REVIEW OF PREVIOUS STUDIES

Many researcher conducted the research about the use cartoon movie in listening ability. The previous research can supported the findings of preceding researches which has been done.

The first from M. Syamsul Hadi (2019). The result of this researcher is the use of animation video can give significant difference toward the students' vocabulary learning outcomes and also their motivation. There was also the significant difference between students score of the experimental and control group. From the output of stastical computation it was known that the sig. Value of vocabulary was 0,012.

The second from Adinan Deurahae (2019), the result of the research is the implementing animation video in teaching vocabulary could improve the students' vocabulary mastery better for the students who become the object of the research. The students improvement on vocabulary mastery was revealed from the difference of the students mean score before and after the actions. Before the actions, the students mean score was 19,04. After the actions, the students mean score improve to 80,95.

The third from Resti Pangestuti (2014), the result of this researcher is that the teaching english vocabulary by using cartoon video as the media is effective. By using t table, the result showed that $t_{\text{count}} > t_{\text{table}}$ ($6,04 > 1,883$). It can be conclude that the students vocabulary achievement after they were taught by using cartoon video is better than before they were taught by using cartoon video.

The last from Boris Ramadhika (2014), the result of this researcher is the listening skills of the eight grade students of SMP N 6 Magelang improved through the use of animation videos is effective. It also improved the teacher performance during the action implementation. The actions in cycle 1 and 2 were almost the same. The action were using english during the teaching and learning process, using animation video in the teaching and learning process, giving the handout as a brief guideline. The difference was that in cycle 2, 1 added a new actions which giving reward to students. Those activities were giving an improvement in the students listening skill.