CHAPTER II.
REVIEW OF RELATED LITERATURE

This chapter will be presented into three sub chapters namely the theoretical description, previous studies, and conceptual framework. This chapter is provided to answer the literature needs for this research.

2.1 Theoretical Description

This section discussed about the related theories that support the research. Thus, the researcher tried to find out some theories that related to improve a Listening Skill Through Stop Motion Video for Seventh Graders of Junior High School. The theories are about definition of listening, stop motion video, Teaching listening in SMP, Classroom Action Research.

2.1.1 Definition of Listening

There are some definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003, p.24). According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Purdy (1997) stated that listening is the process of receiving, making meaning from, and answering to spoken and or nonverbal messages.

Then, Thomlinson (1998) defines listening includes “active listening”, which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker. Based on the definition above it can be conclude that listening is a process of receiving oral information or massage then trying to understand what speaker means.

2.1.2 The Difficulties in Listening

According to Richards (1983), common listening problems are (a) Speaker speaks too fast, (b) Listeners listen word for word, (c) Listeners lack of cultural or background knowledge, (d) Speakers use too many unfamiliar words, (d) Listening takes too much effort and concentration, (e) Recordings are not always clear and are difficult to follow, (f) Speakers’ accents are unfamiliar, (g)Tasks are too difficult, (h) Listeners cannot recognize words they know when they listen them. He also mentions the difficulty of listening factors like (a) Listeners’ linguistic knowledge, (b) Background knowledge, (c) Learners’ motivation and interest in the
Richards mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problem. For example, if students lack of background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students’ motivation and interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

2.1.3 Teaching Listening

2.1.3.1 Principles of Language Teaching

Brown (2001:55-70) 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. The principles are:

2.1.3.1 Cognitive Principles

Students absorb the language automatically. They move toward fluency and think about language less as they progress. Barry McLoughlin in Brown (2001:55) called this as automatic processing with peripheral attention to language forms. This is in order to manage the incredible complexity and quantity of language.

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.

Anticipation of Reward is 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 (2001: 57-58) 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.

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.

Strategic Investment is the methods that the learners employ to internalize to perform in the language are as important as the teacher’s method. The 14
application will help students become aware of their own learning preferences and teach them how to be good language learners.

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.

2.1.3.1.2 Socio-affective Principles

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.

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.

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.

2.1.3.1.3 Linguistic Principles

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.


2.1.4 Teaching English for Young Learners

Young learners are classified into 6-12-year old. Brown (2001:91) stated that “it is therefore appropriate to consider briefly the sort of variables that apply in the teaching of “young adults”, “teens” and high school age children whose ages between twelve and eighteen or so”.

Junior high school students are categorized as teen. Teens are a young person whose age falls within teen to twelve. Teaching teenagers is perhaps the
most complex, interesting, and challenging process. Teenagers are seen to be the special age group. It has been known that the students' age is one of the key factors that influence our decision about how to teach. However, knowing their characteristic will help the teacher teach them. The material and method should be suitable for them. If the teacher wants to teach the language to young students, they must use the strategy that will make them interesting. For example, the teacher uses stop motion video as media that can be used as one of the strategies in teaching English, especially listening. Listening for teaching young students has a function to develop their communicative competence.

2.1.5 Teaching Listening in SMP

Based on Kurikulum SMP Mata Pelajaran Bahasa Inggris Departemen Pendidikan Nasional 2006, the goals of teaching English at SMP are to make the learners have ability (a) to improve communicative competence in written and oral form to reach the functional literacy level, (b) to have awareness that English is important to improve nation competitive ability in global community, and (c) to develop understanding feedback of the learners between language and culture. According to the ministry of education and culture/Kementrian Pendidikan dan Kebudayaan (KEMENDIKBUD 2013:69). The objective of teaching listening is that the students are able to understand the goal, structure of text, and language aspect.

English is as a means of communication. Communication is the act of transferring information from one to another, while to communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. Listening serves the goal of extracting meaning from messages. It means that the students acquire language by listening to and understanding information they hear. In other words, language acquisition is achieved mainly through receiving understandable input.
2.1.6 Assessing Listening

The assessment of listening is needed, to know the quality of teaching and learning process. Usually assessing skills use test. Brown (2001:384) states that “a test is a method of measuring a person’s ability or knowledge in a given domain. It is also used to define whether the teaching learning process in class is success or not”.

Multiple choice, gap-filling, matching, true / false or others can be used as the alternative to assess listening ability in the form of written. For example, true/false, students have to listen the video and then decide whether statements are true or false. Moreover, the researcher used gap-filling, matching, and true/false to assess students listening skill. Then, the students listen to the stop motion video and they choose the right answer by complete the uncompleted text based on the video that they heard when they are listening.

Table 2.1 The students’ assessment in listening skill.

<table>
<thead>
<tr>
<th>Area of concern</th>
<th>Needs work</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to focus.</td>
<td>Needs work</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td>The student was not able to concentrate on the listening task and was easily distracted and inattentive.</td>
<td>The student found it difficult to concentrate on the listening task, but was able to attend occasionally.</td>
<td>The student was mostly attentive and usually able to listen with good concentration.</td>
<td>The student was able to concentrate fully and listen very attentively throughout the assessment.</td>
</tr>
<tr>
<td>General understanding.</td>
<td>Needs work</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td>Student did not understand enough vocabulary or information to answer the questions.</td>
<td>While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.</td>
<td>The student showed a good general understanding of the vocabulary and information, with most questions completed.</td>
<td>The student showed a very good general understanding of all vocabulary and information completing all the questions.</td>
</tr>
</tbody>
</table>
Table 2.2 The students’ assessment in listening skill (continue)

<table>
<thead>
<tr>
<th>Listening for details.</th>
<th>Area of concern</th>
<th>Needs work</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area of concern</td>
<td>Needs work</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td>Student was unable to grasp specific details when listening, and did not include them in the answers.</td>
<td>Although the student showed a limited ability to listen for details, specific information was occasionally included.</td>
<td>The student was able to include most specific information and details in his/her answers.</td>
<td>The student included all the specific information and details in his/her answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy of answers.</th>
<th>Area of concern</th>
<th>Needs work</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area of concern</td>
<td>Needs work</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td>The student's answers were mostly left out or unrelated to the information given.</td>
<td>The student included a small amount of information, however, a lot was left out or was not accurate.</td>
<td>Answers were mostly accurate and related to the information given, with an only a few errors.</td>
<td>The content was always accurate and related to the information given.</td>
</tr>
</tbody>
</table>

Based on the explanation above, it can be concluded that the best and fair scoring system of the test lies on the teacher’s role. Those, in this case true/false testing, gap filling, and matching are the appropriate test for students.

2.1.7 Media

2.1.7.1 Definition of Media

Media is something we use when we want to communicate indirectly with other people – rather than in person or by face-to-face contact. ‘Media’ is the plural of ‘medium’ (Buckingham, 2003).

In Understanding Media, McLuhan (2009) offered some provocative thoughts. He said that the media themselves were far more important than any content they carried. Indeed, he said, each medium, such as print or broadcast, physically affects the human central nervous system in a certain way. Media influence the way the brain works and how it processes information. They create new patterns of thought and behavior. Looking back over time, McLuhan found that people and societies were shaped by the dominant media of their time. For example, McLuhan argued, people and societies of the printing press era were shaped by that medium. And, he said, people and societies were being shaped in new ways by electronic media. Summing up, in one of his well-known phrases, he said, “The medium is the message.”
Thus, media can be defined as a thing which is able to make people understand or do something easily. Concerning with education, it is very helpful to students in learning English listening skill.

**2.1.7.2 The Function of Educatив Media**

According to Dereck Rowntree’s view, educative media functioned as follows (a) to rise learning motivation, (b) to repeat what students have learnt, (c) to provide learning stimulus, (d) to activate students’ response, (e) to give immediate feedback, and (f) to improve learning practice.

Besides, Mc Known explains the function of educative media as follows (a) to change formal education that based on students’ need, (b) improving students’ motivation, (c) it gives clarification, and (d) Stimulation.

**2.1.7.3 The Classification of Instructional Teaching Media**

Regarding to Garlech’s study, classification of instructional educative media is divided into five categories, as follow (a) real material and people, (b) visual and projection, (c) audio materials, (d) printed materials, and (e) display materials. On the other hand, R. Murray Thomas’ idea is that (a) relief experience, for example, train, ball, (b) substitute of relief experience, for example, picture, film, and model, (c) experience through words only, for example, book, magazine, cassette, and plate.

**2.1.8 Stop Motion Video**

Stop motion video is a filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move.

According to Pugh (2013) a stop motion video is an animation which an object can walk through walls, an animal can talk, and a mystical being can interact with real people. Stop motion can enable some topics to be taught more clearly too. For example, experiments with a slow-occurring reaction can be shown to students using stop motion videos, allowing them to watch the whole process and its different features in a short time.

There are some types of stop motion videos which can be used as media to increase student listening skill such as puppet animation, clay animation, sand animation, oil paint animation, simple paper cut outs, graphic motion, model and object animation, and pixilation. Stop motion video it is a cinematic process, or
technique used to make static objects appear as if they were moving. This technique is commonly used in puppet-based animation. The objects are brought to life by breaking up the figure's motion into increments and filming one frame of film per increment. There are many benefits of stop motion videos in education. They are great for explaining tedious concepts and information in a fun way for the students. Just about any topic can be made more interesting using stop motion animation, and students learned more from this engaging teaching technique.

One of the most materials applied to language learning and teaching is video. 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 (Hemei, 1997:45). Stop motion is an animation video which can help the student in understanding the material and can increase their learning motivation and also have different learning styles.

Johnson (1999) additionally states that video as a listening tool can enhance the listening experience for students. A teacher can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc., that students can observe in a vide.

2.2 Previous Studies

In this study, the researcher discusses about the previous studies by other researcher that have done with their research.

The first researcher conducted by Ima Maslich (2016) on her journal entitled “The Use of ‘A Stop Motion Animation Video’ to Teach Speaking of a Descriptive Text to The Tenth Graders”. The instrument of her research in speaking test. The study showed that: (1) Stop Motion Video was successful improve the students’ speaking ability; (2) the students got motivated and felt interested during the learning process; and (3) Stop Motion Video is the appropriate media in teaching speaking of a descriptive text.

Retno Nur Aisyah research has similarities and differences with the researcher did. The similarity is in the learning strategy that used stop motion video. The differences are in the method, skill and subject. Research that was conducted by Retno Nur Aisyah using an experimental research to speaking of descriptive text
to tenth graders’. While this research conducted using classroom action research to teach listening for seventh graders’.

The second research was conducted by Rasha Rasheed Awad (2013). His research entitled “The Effect of Using Animation in Teaching English Vocabulary for 3rd Graders in Gaza Government Schools”. The objective of the research was to find out the influence of Animation using Stop Motion Video in students’ vocabulary. The result of the study found that Animation Video can improve students’ vocabulary.

There is the similarity between my research and Rasha Rasheed Awad research is in the learning strategy using stop motion video. While the differences are Rasha Rahseed Awad research using an experimental method for 3rd graders in teaching vocabulary.

Another study was carried out by Rina Husnifa (2017) entitled “The use of Pictures to Improve Students’ Vocabulary of Seventh Grade at MTS TPI Sawit Seberang”. The purpose of this study was to investigate whether the use of pictures can improve the students’ vocabulary. The result of pre-test and post-test were used to know the improvement of students’ vocabulary. Based on the data observation of that research it found that there was an improvement in teaching and learning process. The researcher could improve the students’ achievement in learning vocabulary.

The third researcher also had similarity with my research such the strategy used stop motion video and the target research used seventh graders’ students’ of Junior High School. There are also the differences such as the method and the skill. research conducted by Rina Husnifa is used an experimental research to improve students’ vocabulary, while this research used classroom action research to improve students listening skill.

From the previous study above, researcher finds some differences among them. The differences will be explained as follow; (1) there is no classroom action research using stop motion video; (2) the focused skill used by those previous studies did not focused on listening skill; (3) the content on the stop motion video that the researcher used also different with the previous study.
2.3 Conceptual Framework

The concepts of using stop motion video to improve the students’ listening skill had been explored in the previous section. In this section the conceptual framework could be explained in detail. The English teaching could not be separated from teaching listening in the teaching-learning process. Considering the importance of teaching listening, there should be a technique that can promote the language learning. Using stop motion video could be used to improve the students’ listening skill since video as a listening tool enhanced the listening experience for the students. By watching the stop motion video, students learned proper pronunciation. Furthermore, they also learned useful English language expressions as well as phrases for conversation. That was why in this research, using stop motion video will be chosen by the researcher to improve the seventh grade students’ listening skill at SMPN 2 Godean,