

CHAPTER II

THEORETICAL REVIEW

A. Teaching

Teaching is a very complex process. Teacher does not only convey to the students but she/he should be able to manage the class well. Teaching and learning process can run well if the teacher could make a good condition for studying. According to Brown (1980: 8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that a teacher has to be able to facilitate the learning process and the learners as well as, setting the condition for learning so that a good learning result can be gained.

Alvin W. Howard in Slameto (1995: 32) states that teaching is a kind of activity which tries to help and guides someone in gaining, changing and expanding skill, attitude, ideals, appreciation and knowledge. It means that teacher has to make a great effort in creating educative interaction conditions by determining the teaching aims and choosing the appropriate approach, method and technique to help and guide the students in gaining, changing and expanding the skill, attitude, idea, appreciation and knowledge.

Based on the explanation above, we know that teaching is an activity to help and guide someone gained knowledge and facilitating teaching learning process and learner.

B. Listening

1. Definition of Listening

Listening is an activity that always happened in our conversation. Conversation is mostly composed of two activities; speaking and listening. When the students listened to teacher who is speaking, the students tried to understand the information of the speaker. If the students listens carefully to the speaker, he/she can make a coherent hear the sounds. Students have to listen too, so the students can get the message well. In this case, listening is different from hearing. When the students are listening, it also has a process of hearing, but when the students are hearing it is not always listening.

This statement is strengthened by Tarigan (1986: 28) that defines that listening is the process of hearing activity to the spoken speech by involving attention, understanding, appreciation and interpretation to get information, content or message and to understand the essence of the communication sent by the speaker (s) through speech or spoken language.

Based on the explanation above, students attending by paying attention to what another expresses. When the students really listen to others, they elaborate their ideas, and express themselves in greater depth; it will make the students understood in every single sentence so that they get information. By knowing and understanding the information, students can interpret and responding the information

which is delivered by the speaker and they also can remember every single information what they listen.

In summary listening is entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. It can be done by involving a five-step process; Attending, understanding, interpreting, responding and remembering.

2. The Importance of Listening

Listening is very important in learning language. We cannot develop speaking skill unless we develop listening skill, to have successful conversation, students must understand what is said to them. It means that listening is the language modality that is used most frequently. In the daily life adults use almost half their communication time for listening, and students may receive as much as 90% of their in school information through listening from teacher and speak to one another (Salisbury in Tarigan 1986: 132).

There are many aims of listening as follows:

- a. Listening to get knowledge and learning
- b. Listening to get enjoyable of something especially audio visual
- c. Listening to differentiate the sounds accurately

(Logan et al, and Shope in Tarigan, 1986: 56)

Based on the explanation above, we know that listening is an active process, as the mind actively engages in making meaning. It is therefore our duty as teachers to ensure that the materials we use are comprehensible to the students, as well as within the range of what they are developmentally ready for. Listening is also hard work. So in order to maximize the potential for acquisition of language, we need to ensure that learners are not stressed and paying attention about this process, to make it easier teacher should know the listening step of human being.

3. Kinds of Listening skill

Listening is a basic skill for different learning process, it is an active behavior in contrast to reading which just a receiving of sound waves is. Based on Jeremy Harmer in *The Practice of English Language Teaching* (2007: 303) there are two kind of listening; extensive and intensive listening.

However, in extensive listening student can choose the material what they want to hear; these kinds of listening give the students a lot of motivation, they also enjoyable in following listening, intensive listening more difficult because the student cannot choose the material what they want to hear, they should focused and paying attention on the material that given by the teacher.

In fact, there are four general types of listening that occurring; inactive listening, Selective listening, Active listening and Reflective

listening (Ally, 2012: 1). Every single kinds of listening give different beneficent, incative listening is simply being present when someone is speaking, but not absorbing what is being said. Selective listening is hearing what we want to hear or what is said, concentrating on the message and absorbing it. Reflective listening is one of the most complex types of listening. It involves actively listening; interpreting what is being said and observing how it is being said.

By knowing those kinds of listening skill, teacher can identification what their students need, teacher also can choose the correct method in teaching listening.

In summary listening skill is an active process in making meaning to get information by understanding the information and processing the information to get the memorize, so the students can give the response.

C. Media

Media are components or elements in students' environment that can support students to study and attract the students' motivation. Media makes education effective in the manner of student learning spirit increasingly. By using media students get a new experience and they will be active in learning.

Gadne is Sadiman (1993: 6) states that media is very important component or elements in students environment that can support the study. It can attract the students' motivation. Brigg (Sadiman, 1993: 6) also states

that media is physical units that give a message and motivate the students to learn, such as: books, films, song, ect. Media are one of teaching material which are used by teacher in teaching learning process and this material is easy to get and make. Hamalik (1985: 23) said that teaching media is an instrument, method, and technique that are use to make communication and interaction between students and teacher more effective.

On the other hand, definition which is proposed by National Education Association (NEA) says that media are forms of communication, printed or audiovisual one, including it is supporting device. Media should be visible, audible, and legible. Media are used in the other elements of media namely: sound, visual and movement. The visual aid is divided into visual sense. The writer takes one kind of visual media that is movie. Movie is a common media that is usually used by the teacher to get some purpose of teaching learning. That is why visual is an instrument to get some interesting atmospheres in learning process.

Many teachers who said that media are one of instrument are used to get some information, media also one of communication instrument. Suparno (1989: 1) said that media is an instrument which is used as a channel to convey a message or information from the resource to the receiver and the message, which is a set of skills, and they have to master them.

Having got some definition of media, the writer is sure that using media is good technique in teaching learning process.

1. The purpose of Media

The main goal in the use of educational media is to give a message or information which can be absorbed by students. In general, educational media have many functions. Media as clarify the presentation of message in avoiding the verbalism. Media can overcome the limitation of space, time and sense of power the object is too big to be brought to the class. It can be presented by regalia, picture, and films, model or audiovisual.

Every student has his/her own characteristics environments and experiences but the curriculum is the same, so, the teacher has to make the same perception among the students. This problem can be overcome by using media that is able to: Give the same stimulus. Make the same experiences.

Generally students prefer learning by using the media. With the media, students can be motivated in their learning, particularly English, so English is not a frighten material but fun and interesting material. So the authors wrote this study to determine the level of movies that used in teaching *Cartoon Movie* in listening subject.

2. Audio Visual Aids

Audio visual aids are of teaching in which its technique of presentation is visualized. The learners watch and listen to the

information presented. According to Dayton et.al in Kemp, (1985: 196) audio-visual aid is a tool which is used in learning situation to help writing and word which is spoken in giving a knowledge, attitude, and idea. In teaching learning process, audio-visual aid plays role as a means to explain a material or concept which is difficult to understand without visual illustration.

From the definition, virtually anything can be used as an aid, providing it successfully communicates the idea or information for which it is designed. An audio-visual product is any audio-visual item such as still photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit desired audience response.

Even through early aids, such as maps and drawings, are still in use, advances in the audio-visual field have opened up new methods of presenting these aids, such as videotapes and multimedia equipment which allow more professional and entertaining presentations to be presented.

1. The Selection and Use of Audio-visual Aids

Audio-visual aids are valuable tools which can help teachers reinforce the education and make learning more interesting to students. To bring it into reality, they must know how to select the most effective audio-visual aids, determine which audio-visual aids are available, and now how to use them effectively.

Because of the benefits of audio-visual aids, it is quite likely that some teachers may depend too much upon them in their classes. In fact, the use of audio-visual aids can accomplish practically all of the instruction, but this is a very serious misconception about the function and use of audio visual aids.

The teachers must know that audio-visual aids are used only to supplement training. Audio-visual aids are designed to clarify and speed up instruction but they cannot take the place of the instructor. Some teachers mistakenly assume that the more audio-visual aids they use in their classes, the better their teaching will be. A basic principle to bear in mind when employing audio-visual aids is that a few audio-visual aids utilized well, will have better instructional results than a confusing array of aids which are presented so rapidly. That sufficient time is not given for the students to understand the material presented.

How should teachers select from among those audio-visual aids which have been approved for education? When should audio-visual aids be used together in the same lesson? The answer to these questions is that an audio-visual aid (or aids) should be utilized only when it can assist in achieving the learning objective.

The following principles will guide the teachers in the selection and use of the audio-visual aids which have been approved for use in a command's education program. The principles are:

- a. The audio-visual aid must be reviewed to ensure that the material it presents is relevant to the lesson and that it conveys or clarifies the learning objectives of the lesson.
- b. When a motion picture is used, the instructor should outline the purpose of the movie; indicate ideas, actions or points to be noted in the movie or questions that may be answered in the movie.
- c. After the movie has been shown, they should question the students or lead a group discussion to ensure that the students have become acquainted with and understand the material presented in the movie.
- d. When an audio-visual aid is a motion picture, the connection between the lesson and the movie must be made clear to the class by the teacher.

The teacher should prepare the class prior to showing the movie by indicating to points in the movie to be noted, the new concepts that will be brought out by the movie, and the questions answered by the movie. When the showing is over, the teachers should have the students summarize the movie. They may find it necessary to summarize the movie to clarify the material presented. This could be followed by a group discussion.

3. Micro Skills of Listening

Tony Dudley-Evans, Maggie Jo St John in Pradita (2012: 10) Developments in English for Specific Purposes: A Multi-Disciplinary Approach showed some micro skills of listening there were:

- a. Identify the purpose and scope of monologue.
- b. Identify the topic of the sound.
- c. Recognize key lexical item related to the subject.
- d. Deduce meaning of words from context.

Based on the explanation, there were some criteria that should be comprehended by the students in joining listening class. It can be realized when the teacher given the students listening skill test. Students can get the topics and the purpose of the sound by focusing on the sound delivered. By knowing the subject the listener could comprehend the storyline and conclude the purpose of the story.

Finally, by knowing those criteria, teacher can make the appropriate test to make the students understand in hearing the sound.

4. Cartoon Movie

Cartoon Movie is motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics that simulates motion by recording very slight, continuous changes in the images, frame by frame. *Cartoon Movie* provide us something

interesting and unique, like the story, the setting, the characteristics and the plot. All of them are made to attract people interest.

There are at least for advantages of *Cartoon Movie* as follows: Latuheru (1998). First, the use of movie attracts students' interest to focus on their attention. Second, movie helps the student to understand the material easily. Third, movie provides student a dispensable and real material. The last, movie built up students' ideas and concept to do with the material that provides on it, it makes the student to understand the material easily and quickly.

Based on those statement know that when the teacher wants to use *cartoon movie* in teaching listening, teacher should determine that the students is able to follow the teaching learning process through *cartoon movie* and teacher also should prepare enough about the material and teaching tool.

In summary there are some advantages in using *cartoon movie* in teaching learning process, it is able to the teacher to comprehend the advantages to maximalist the uses of *cartoon movie* so that can make the students more interested with the teaching learning process.

D. Teaching Listening through Cartoon Movie

In reality, the practice of teaching listening skill is rarely taught at schools. This problem rises because of teacher, knowledge, sources, facility for teaching English. As stated by Tarigan (1994: 129) that the

survey proves that people use their time for listening about three times as much as time for reading. Unfortunately only little their attention is given to treat the people for listening.

According to Rixon (1990: 64) there are three phases in an intensive listening lesson:

1. Pre-Listening

Rixon (1990: 64-65) states “in Pre-listening, teacher can set up the challenges that will give the students a reason for bothering to listen to the passage in the first place. This may involve telling them something, but not too much, about the passage and asking them to get out of a similar listening experience in real life”.

Pre-Listening Activities:

- a. Students look at picture and talking about them.
- b. Students look at a list of items.
- c. The teacher talking about picture and the students discussion about picture.

In the Pre-listening phases, teacher often needs to take a quick look at the exercises for the while-listening phase, to make sure that students understand the point of doing them.

2. While-Listening

He sort of exercise that is often used during the while listening phase helps students by indicating the overall structure of the argument. A diagram not only offers a challenge (to complete the details under each

heading), but, by giving the main headings and sections of what the speaker is saying, provides a support for the learner. More advanced learners are often asked to listen for the main information without the guidance of work sheet. It is left to them to work out the main sections of the argument and to decide which information is important, and which is considered less important by the speaker himself.

While-listening activities:

- a. The students to check items in *Cartoon Movie*
- b. The students to listen the dialogue and completing the dialogue by the *Cartoon Movie*.
- c. The students to text completion.
- d. The students to listen the seek specific items of information in *Cartoon Movie*.

3. Follow-up

Rixon (1990: 722-73) states that there are kinds of work in “follow-up”.

- a. Extension work

In this work, students take the information they have gained from the listening passage and use it for another purpose.

- b. Language work based on the listening passage

This type of work has two main focuses firstly; the teacher can draw the students’ attention to relevant points about the grammar and vocabulary in the listening passage. By “relevant” means “crucial to

correct understanding or interpretation of the information”, rather to than features that the teacher choose haphazardly.

The teacher can also make students more aware of features in the sound system of the language that are important for understanding, what the speaker means. Pause, stress, use of intonation and tone speed. Students may also do work which is designed to help them recognize the words that the speaker uses more easily.

c. Students' queries

This type of follow-up work is based on what students them selves want to find out as a result of the lesson. If the teaching has succeeded in arousing the students' curiosity or making them aware of a gap in their knowledge that they want to fill, this should be counted as a success.

From some evaluation above, it can be concluded that the use or choice of appropriate teaching technique can give advantage to the teacher in the activity of teaching learning process. Stimulating and learning situation that is attractive can cause the high of learning motivation. As a consequence, the high learning achievement is reached. If the teacher can use that technique appropriately with the aims and materials and also students' competence and students' need, teaching listening will run better (effective and efficient).

E. The Previous Relevant of Cartoon Movie

Actually, there is a relevant previous research or *Cartoon Movie* that was conducted by Arif (2009: 40). In his thesis *The Effectiveness of*

Avatar Cartoon Film for Teaching Speaking, he concludes that the *Cartoon Movie* could stimulate the students' ideas, imagination and spirit to speak and explore their thinking.

According to Stoller (1988: 1) point out that film extend the range of classroom teaching techniques and resources and not only enhance, but also diversify the curriculum. On the other hand he said, films actually get students to talk and they can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group.

Based on the previous research above, this research has different focus. This research focuses on listening skill and it will be done to know the effectiveness of *Cartoon Movie* for teaching listening at the second graders in one of Junior High School in Purbalingga.

F. Basic Assumption

The concepts of teaching listening skill for Junior High School students are expression, understanding, and responding transactional conversations (to get things done). On teaching listening needs a situation that students able to listen and explore her/his mind. So, the teacher must be creative and the student must have high motivation to study English Language.

Using *Cartoon Movie* as a media for teaching learning can give stimulus for the student activities. The students will get something new that is interested and is not boring in the class. In doing activity, the

students will utterances pronunciation is better and get the new words. *Cartoon Movie* is considered as a medium which can provide us an interesting story, unique characteristic and colorful picture. After watching *Cartoon Movie* in the beginning of the lesson, they will feel relaxed and enjoyed the lesson.

G. Hypothesis

Based on basic assumption above the writer proposes the hypothesis as follows: “Teaching listening through *Cartoon Movie* to the junior high school students is effective”.

