

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Concept of Video

In <http://protalkcallminds.wordpress.com/Uncategorized> Video is the technology to capture, record, process, transmit and rearranging the moving image.¹ in the case the researcher quoted the definition of video from Kamus Besar Bahasa Indonesia video adalah teknologi pengiriman sinyal elektronik dari suatu gambar bergerak.² Typically use celluloid film, electronic signals, or digital media. Video is also said to be a combination of images of death are read sequentially in a time with a certain speed. The images are combined is called a frame and the image readout speed is called the frame rate, with units of fps (frames per second). Because they played in a high speed to create the illusion of smooth motion, the greater the value of a frame rate of the more subtle movements are shown.

According to alfitri video derived from the Latin, video-Vidi-vise means having the power to see visions³. In video Indonesian dictionary is an electronic signal transmission technology from a moving image. Common applications of signal video are television. Watches as one of the media in

¹ Qulman, <http://protalkcallminds.wordpress.com/Uncategorized> on November 14, 2008 by (ptk81)

² KBBI Daring, <http://bahasa.kemdiknas.go.id/kbbi/index.php>

³ Alfitri Nisa' khoiriyah, [//localhost/C:/User/user/Downloads/video-sebagai-media-pembelejaran.htm](http://localhost/C:/User/user/Downloads/video-sebagai-media-pembelejaran.htm)

teaching and learning, show the impact that positive. Video can help teachers find a new approach that could be used to attract interest in learning. Therefore video is one alternative in overcoming learning lower. Learners can use the video to enhance creativity in the process of delivering the contents of teaching to be more memorable and easier, according to student characteristics.

2. Video as Media in Learning

Learning English is still as courage for most of the people of Indonesia. For some reason, this one lesson has always been considered difficult to learn. Whereas the people of Indonesia on average account for more than one language in their lives. Since the number of local languages in our country, almost every citizen of Indonesia at least understands the national language plus one or more languages. This proves that the brain and the tongue are actually used for learning other languages. So what's the difference in English for a Batak who is fluent in Java and overseas? Though the new language is not innate, but learned after college migrated to Java? I believe that English was certainly very easy to learn by our nation. The biggest problem is because of "mistakes" in the English curriculum is implemented in Indonesia since the school decades ago. Curriculum that emphasizes learning the aspects of grammar and not "speak". Writer tried to examine the influence is there to see the video English listening skills improve. Writer will give video to be seen by the students, Writer will given video replay is to be seen by the students, then students are expected to listen carefully and see video,

after the students see and hear, the writer try to test the students with sound not active, but keeping in view the pictures video, and repeat what they have heard, that way, students will be trained on listening skills which nominally have. Some materials to learn English in the form of video is very helpful to learn by students' also made a short video that is not boring and can be studied with the speed as desired learner. Sulistiowati states that A lot of listening materials are derived from recorded extract, for instance on CD, tape record, video and others.⁴It's mean that video can used as teaching listening for get material in listening.

Beside of that, there are the other activities to improve listening skill that provided by Ur, they are:

- a. Listen to English pop songs, includes write a summary, sing along with the melody, do a cloze exercise, and dictate lyrics.
- b. Listen to TV news reports, includes predications keep a diary, and record the news.
- c. Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles, and read the novel of the film.
- d. Listen to TV programs or videos, includes follow instructions without looking at the screen, cover the subtitles, and watch the first language version in advance.
- e. Listen to radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.⁵

From the types of listening activities above, it is regarded that listen to TV progams or videos is an activity can be used in learning listening

⁴ Sulistyowati, *Bringing Movies Into The Listening Classroom to Introduce Authentic Material to the EFL Students*. (Kudus: FKIP Universitas Muria Kudus, 2011)

⁵ Ur, Penny, *A Course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996).p.17

process, and it will be hoped can motivate students in improving their listening skill. And it's mean that video as media learning.

3. Benefit using English video in listening skill

John states that The use of video to help develop listening skills has received much attention since it began to appear regularly in language classes in the mid 1970s.⁶ Its mean that using english video can help develop listening skill. Over the past two decades, researchers have shown that many other facets make video useful to language learners. Some of these are that video often promotes the motivation to listen; it provides a rich context for authenticity of language use; the paralinguistic features of spoken text become available to the learners (compared with radio, that is); and it aids learners' understanding of the cultural contexts in which the language is used.

Videos have been sources of authentic language and selected as the means of teaching second language, the students they treat watching and listening video uncritically and lazily, on the other not only the content of what they are seeing but also other language features. It means that the teacher should be creative in creating some exercises related to the video/film, so the process of listening activity will give more benefits to the students' proficiencies.

⁶ Flowerdew, John and Linday *et.al*, *Second Language Listening, Theory and Practice*, (Cambridge: University Press, 2005), p.172

4. Listening Skill

a. Concept of Listening Skill

Listening is one of the principle methods for acquiring knowledge, ideas and concept. It is also an essential part of communication and basic to second or foreign language learning. Listening is one of the language skills, in the case the researcher quoted the definition of listening from Oxford Advanced Learner's Dictionary, the definition of listening is "to pay attention somebody/something that you can hear, to take notice of what somebody says to you so that you follow their advice or believe them."⁷ According to Alan "Listening is different from hearing (*perceive (sound) via the auditory sense*). Hearing is just as passive bodily function whereas listening is active, or should be. When we listen to a lecture, on a subject we are actually interested in we give our full attention to the topic."⁸

Byrne states that "Listening is a process of orally grasping and decoding the signs a listener directly hears. Practically, in a listening process a listener understands and translates the message addressed to him into meaning in his mind."⁹

For an instrument purpose, listening is the process of hearing, understanding, evaluating, and responding to the message. First, a listener hears a series of sound, actual word and sentence. Second, the listener

⁷ Homby, A.S, *Oxford Advanced Learner's Dictionary*,(New York: Oxford University Press, 2000), p.783

⁸ Orr Alan, *The Natural Mind-Waking Up*

⁹ F.Byrne, *Principle of language learning and teaching*, Prentice Hall inc, (New Jersey, 1980)

understand the meanings of the words and sentence in the context in which he has heard them. Third, the listener reacts to what he has heard with further thought, bodily movement, facial expression and audible reaction.

“Listening skills are essential in the workplace, the family and the community at large. Careers in communications, management, planning, sales, and fund raising, to name a few, rely on good listening skills. Listening, however, is more than just being able to hear and understand what someone else says. Listening skills involve etiquette, asking for clarification, showing empathy and providing an appropriate response”.¹⁰

It means that listening skills are very important for improving learning English competence. Listening is an intellectual act defined in the dictionary as hearing sounds with thoughtful intention. Candice says “Listening is a creative skill”.¹¹ It means we must comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice.

b. What makes listening difficult

Listening is usually a hard skill to master by the students. Brown states that “second language learners need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult.”¹² These factors make listening

¹⁰ Anonymus, “The Definitions of Listening Skill”, The Definition of Listening Skills | eHow.com http://www.ehow.com/about_5127470_definition-listening-skills.html#ixzz1yK45ScSa

¹¹ Candice Solie, *Op.Cit.*, p.5

¹² Brown H. Douglas, *Teaching by Principle an interactive Approach to language Pedagogy second edition.* (San Francisco State University).

learning a major challenge and it is no surprise that the students can find it difficult. And usually difficulties that are directly related to the students themselves.

Ur states that there are some students' difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.¹³The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again.

c. Types of Listening Activities

Riyanto states that "Humans are creatures of divine creation of the most perfect and noble in this world, because that's the perfect man blessed with many extraordinary potential of which is the potential of intelligence (IQ: Intelligence Quotient)"¹⁴, more ever the Humans have skill for example listening skill, We always have a purpose for listening. We may listen to radio in the morning to know the up to date reports. We may listen to a song for pleasure. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

¹³ Ur, Penny, *A Course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996). p.111

¹⁴ Riyanto, Yatim, *Paradigma Baru Pembelajaran*. (Kencana).p.251

Ur provides four of listening activities that can be applied in learning listening activities as follow:

- 1) No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.
- 2) Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- 3) Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- 4) Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are 'combined skills activities. It includes problem-solving and interpretation.¹⁵

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Edi kurnadi states that “theoretical framework is a tentative statement about indication which becomes object of problem in the research.¹⁶ In this study there are two variables, the dependent variable is pronunciation speaking error and independent variable is listening skill. Listening is an important skill for the students to acquire and a important

¹⁵ Ur, *Op.Cit.*, p. 113

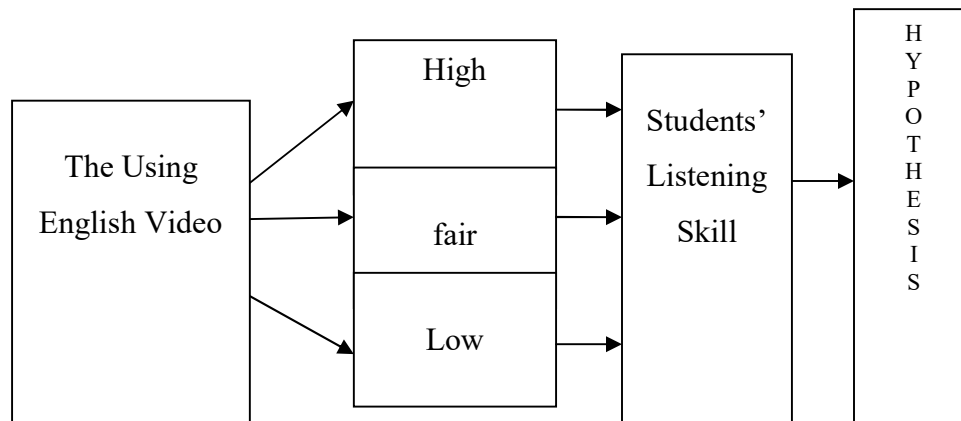
¹⁶ Edi Kurnadi, *Metodologi Penelitian*, (Metro:STAIN Metro,2008), p. 57

factors in learning process. Based on the theories used in this chapter, the writer assume that pronunciation place a very important role in speaking, because incorrect pronunciation will be lead misunderstanding.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

The Paradigm of the research



Based on the paradigm above, listening skill has an important to improve pronunciation speaking error, and the writer assumes that if students Listening Skill is high, the pronunciation speaking errors is also high and if the students have low listening skill, the student will get low pronunciation speaking error. So, any significant and positive the influence of Lisening Skill toward Pronunciation Speking Errors at the second semester in the Tenth Grade of MA Ma'arif 7 Uman Agung Central Lampung.

C. Hypothesis

Based on the theoretical framework and paradigm above the researcher hypothesis is a tentative statement about outcome of the research¹⁷. In this research, the hypothesis is formulated as follows:

1) Alternative hypothesis (H_i)

There is any positive and significant the influence of Listening Skill toward pronunciation Speaking Errors at at the second semester in the Tenth Grade of MA Ma'arif 7 Uman Agung Central Lampung.

2) Null Hypothesis (H_o)

There is not any positive and significant the influence of Listening Skill toward pronunciation Speaking Errors at the second semester in the Tenth Grade of MA Ma'arif 7 Uman Agung Central Lampung.

¹⁷ Hatch and Farhady, *Research Design and Statistics for Applied Linguistic*, (Newbury House:Publisher,inc Massachu Setts,1982),P.3

