CHAPTER II

LITERATURE REVIEW

A. Learning Media

Learning media refers to facilities supporting the transfer of knowledge in language learning process. Sadiman (1986) states that media is something that can be used to convey message from the sender to the receiver. According to Gerlach and Elly (1980), a medium can be a person, material, or event that establishes the condition which learners or students acquire knowledge, skills, and attitude. Celce and Murcia (2001) explain that media related to language teaching is technological innovations in language teaching. From those sources, the researcher concludes that media in teaching and learning process is all of the facilities used by the teacher to transfer their knowledge to their students.

1. Functions of media in language learning

Media is one of many factors which influence the whole success of teaching and learning process besides teachers, students, materials, and methods. Media has an important role in teaching and learning process. If the teachers use media when they teach, students are interested and get the point or the materials being learnt. Media is also needed to reach the objectives of teaching and learning process. As media lets the students listen or see directly from the native, the students feel easier to understand the materials. Therefore, by using media, the objectives of the study can be reached easily. Furthermore, media can help the teachers when they are teaching. For example, when the teachers teach listening comprehension using audio and audio visual media, the teachers can present the

material through these media and they can easily explain the material to the students. In general, the function of media in learning activity is to provide interaction between the teacher and the students in the teaching and learning process optimally. Hamalik in Zulkifli (2009) says that media like any tools, methods, and techniques are used to make the communication and interaction between the teacher and students more effective in the teaching and learning process.

There are some functions of the education media according to Celce-Murcia (2001). First, media serves as an important motivation in the language teaching process. Second, media material can lend authenticity to the classroom situation, reinforcing the students to the direct relation between the language classroom and the outside world. Next, media provides a way of addressing the needs of both visual and auditory learners. Then, by bringing media into the classroom, teacher can expose their students to multiple input sources. Finally, media provides teachers with a means of presenting material in a time efficient and compact manner, and stimulating students since, thereby helping them in to a process in information more readily.

2. Types of learning media

There are many types of teaching media which can be used in the teaching and learning process. Newby, et al. as cited in Sukemi (2012) classify media into six different types. They are *real objects, text, video, audio, visual* and *multimedia*. Real objects are the actual items of three dimensional representations, such as living animal or plastic model of human eye. Text is the written words,

such as textbook or written materials from an electronic encyclopedia. Video is the moving pictures, such as instructional video on the procedures to interest memory chips in a computer or video on how to seek shelter during a tornado. Audio is a sound, such as audio CD of an inspirational speech or audiotape of directions for completing process. Visuals are pictures, line drawings, graphics, slides, overhead transparencies. Multimedia is a combination of various media forms, such as computer program on comparative culture that incorporates pictures, textual descriptions, native music, and short videos. Based on the six types of learning media above, this study will focus on the usage of audio and audio visual to improve students' listening ability.

a. Audio Media

There are some definitions of audio media proposed by scholars. According to Munadi (2010), audio media is media which manipulates the sound. It means that media transfers message from the voices to audience. Sulaiman (1981) explains that audio media is media which produces sound such as cassette, tape record and radio. Audio is one of media that can be used in listening skills. Jeteline (2010) defines that audio media is media which is only sound based and has no visuals.

In conclusion, audio media is a sound based learning media. The audio media is one of the learning media that can be used to convey massage to the listener. Therefore, audio media is appropriate to be used in teaching listening comprehension materials.

i. Strengths of audio media

There are seven strengths of audio media in teaching and learning process (Jeteline, 2010). Audio media such as radio sets, tape recorders and cassette recorders is affordable for the teacher when they teach listening to their students to other electronic media. Second, even without electricity, audio media (radio, tape or cassette recorders) can be used with the help of battery sets. For example; these media also can be used at any condition such as in blackout condition or the teacher live at remote area. Therefore, this condition will not prevent the teachers in teaching listening because they can use battery.

The other strengths of using audio media in teaching listening is that audio media such as the recorders can be played back according to convenience of the learners. By doing so, the materials can be utilized for repeating, drilling, practicing and illustrating some specific teaching points. Thus, students can understand what is being taught by the teacher. Fourth, audio media is a practice media to use in teaching listening. Radio sets, tape or cassette recorders are comparatively handy and quite portable and such as can be used easily at various places. Fifth, production of educational audio programmers is easy and does not require any technicalities. Consequently, teachers are not required to be expert in using technology in teaching listening using audio media.

The last two strengths of audio media is that the production cost of educational audio programmers is quite reasonable. By using audio media, teachers do not have to spend much money for materials to teach the students listening. Seventh, tape or cassettes are produced according to the educational needs and conditions of special group of learners. Tape recorder usually adjusts

students' need and condition. For these reasons, the teachers can select appropriate materials to be taught to the students.

In addition, according to Anitah (2009), audio media has some strength as the followings. First, audio media is not too expensive for learning activity. Second, audio tape can be used for several times. Third, audio media can be used in a group or individually in learning process. Fourth, blind students can use audio. Moreover, audio media is more interesting than newspaper. Then, tape recorder is easy to bring anywhere because it uses battery. Finally, tape recorder is very ideal for students to learn at home because the materials can be copied.

ii. *Weaknesses of audio media*

In spite of the strength of audio media, audio media also has its weaknesses. Jeteline (2010) also mentions that audio programs are only sound based and have no visuals. Consequently, students may not be interested to learn with audio media. Another weakness is that audio media (cassettes and tapes) are generally developed locally, even institutional, so professional quality is often neglected. Besides, in the case of audio, there is no scope for interaction and feedback. In other words, students have no opportunity to interact with the speakers directly.

Besides, Anitah (2009) states some weaknesses of audio media to which students can hear to the same materials from the audio recorder. It means that the material is not changed and makes students get bored. The students will lack of interest if there is no visual. To create a good audio material is time consuming. Learning with audio media will be difficult if the listener have different

background knowledge and ability in listening. The listeners cannot always get repetition from what they have listened.

iii. *Using audio media in language learning*

There are some ways in using audio media in language learning. Munadi (2010) divides five ways of implementing audio media as follows. First, the teachers should make self-preparations. Teachers select appropriate instructional materials. Teachers also determine which media will be used to raise interest, attention and motivation of students. Second, teachers check students' readiness to listen for example teacher's discus briefly about the material. Third, teachers ask students to pay attention and listen well, teachers focus students' attention on the recording material. Fourth, teachers ask student to discuss what they have heard. Finally, students are asked to do follow up activities.

According to Davies (2000), there are some stages the teachers can implement in using audio media in learning activity. First, pre-listening, which is the stage to prepare the learners for what they are going to hear, the topic to discuss, and the language to learn. Second is while-listening. This stage is to help the learners understand the text. Third is post listening which helps learners connect what they have heard with their own ideas and experience.

b. Audio Visual Media

The use of audio visual media within learning process activity needs a sense of hearing and sense of seeing. According to Arsyad (2005), learning through audio visual means that the teacher produces and uses learning materials which consist of audio and visual and it does not require understanding on words

and similar symbol. Thus, audio visual is a media which is much needed in teaching learning process. Philips (1999) considers that video and television are parts of many children's lives nowadays, and can also be a very useful tool in the language classroom. If they see on a video accompanied by a gesture and response, the meaning is immediately obvious. These are the aspects of audio visual media that teachers need to exploit to help students in understanding the lesson. Hence, the visual helps students to understand the situation and the language.

i. Strengths of audio visual media

There are some strengths of audio visual media, especially video and film. According to Munadi (2010), audio visual media overcomes the limitations of distance and time. It can also describe past events realistically in a short time and it can also bring the audience from country to country and from one period to another period. Audio visual media can convey the message fast and easy to remember. Moreover audio visual media develops the mind and opinion of students, develop students' imagination. Audio visual media can also explain the abstract and give a realistic picture. Audio visual media is also very good for explaining a process and can explain a skill and others. Finally, audio visual fosters interest and motivates students' learning.

ii. Weaknesses of audio visual media

In spite of the strength of audio visual media, it also has weakness. Sukiman (2010) states that provision of audio visual especially video and film is generally expensive and time consuming. Moreover, when the video is being shown, the image keeps moving so that not all learners are able to follow the

information conveyed by the video. In addition, video and film are not always in accordance to the needs and desired learning objectives, unless they are designed and manufactured specifically for learning needs.

iii. *Using audio visual media in language learning*

There are some techniques for the teachers and the students to use audio visual media. Stempleski and Tomalin (1990) explain the following techniques for using audio visual media such as video or film. First technique is *audio off or vision on* which means that students can focus on what is being said by a variety of guessing or prediction tasks. Choose scenes with short exchanges of dialogue, where the action, emotion, setting, situation, etc. (even lip movement) give clues to what is being said. Students guess or predict the words and then compare afterwards while viewing with sound on. Next is *audio on or vision off* in which students guess the setting, action, characters, etc. from a soundtrack. Students guess the setting, action, characters, etc from the sound tracks. Third is called *pause or freeze frame*. With sound on, pausing at the initial point of each exchange, teachers ask students to predict the words. Fourth is *with sound on*, pausing at strategic points in the plot or action, teachers ask students question about the situation for example, what has happened or what is going to happen. The other one is called *sound and vision on* where students can listen and view comprehension. Students are given a list of items before viewing a sequence and have to look for item as they view. Finally, jumbling sequence in which students view each section of a sequence, presented to them out of the sequence. They have to determine what has happened or what will happen in each case and then fit the section into a correct or pliable sequence.

Moreover, according to Harmer (2007:144), there are four particular techniques which are appropriate for language learners in using audio visual media. First, play the video without sound. Second, play the audio without the picture. Next, freeze frame in which the teacher presses the pause button and asks the students what is going to happen next. Then, dividing the class in half where half the class faces the screen. The other half sit with their backs to it. The 'screen' half describe the visual images to the 'wall' half.

B. Listening Comprehension

Listening is one of the important English skills need to be learned. As stated by Copp (1981) listening is when someone listens to particular purpose to find out the information he needs to know. Some of the listening comprehension activities are for example, listening to important news on the radio, music on the tape recorder, news on television, listening to one's explanation, hearing to the radio while doing some homework or chatting to a friend. Moreover, Oxford advanced learner's dictionary defines listening as, "Pay attention to somebody that you can hear" or "Take notice of what somebody says to you so that you follow their advice or believe them".

Listening is a very important part of learning English. Djodie and Zaida (2009) argue that listening is the basis for the development of all other skills and the main channel through which the students make initial contact with the target language and its culture. Through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important, for some language learners, it is considered to be the most

difficult language skill. Naturally, students begin listening to their parents when they are babies. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production may be incomplete at first, but successful at last. That leads to speaking skills which is quite applicable to daily conversation. Besides that, Brown (2004) also mention there some many think we should know in listening skills such as stress, rhyhtm and intonation.

Based on the explanation above, it can be concluded that listening is the process of hearing, understanding and responding to the messages. Therefore, the listener responses to what he has listened to further through body movement, facial expressions or reactions.

C. The Advantages of Using Audio Media in Language Learning

In language learning, teachers can use audio media in teaching listening. For example, teachers play tape recorder or cassette then the teachers ask student to listen. Thus, students can improve their listening ability by using audio media, and improve their listening skills, pronunciation, accent, and language expressions.

According to some scholars, there are some strengths of audio media. To begin with, Harmer (2007:303) states that by using audio media, student can improve their listening skills to acquire good speaking habits as result of the spoken English they absorb and helps to improve their pronunciation. Besides, Sadiman (2005) states that audio media can make students more active in listening and it can build students' imagination such as writing and drawing. In addition,

audio media can make students focus in reading poems, fiction, drawing and listening to the music. Then, Arsyad (2003) also states that by using audio media, students can record what they have heard. Next, the recorders can be used independently to increase listening skills. According to Harmer (2007) recorded material allows students to hear a variety of different voices apart from just their own teacher's. It gives them opportunity to "meet" a range of different characters, especially where 'real' people are talking. In other words, recordings containing written dialogues or extracts from plays offer a wide variety of situation and voices.

D. The Advantages of Using Audio Visual Media in Language Learning

Audio visual is a beneficial media to learn English especially in listening. By using audio visual media, students do not only listen to the speaker but also look at the speaker's body language, gesture, facial expression and location. Therefore the student can understand what speakers say.

According to Harmer (2007), there are many reasons to use audio visual media in teaching listening skill, such as the students can look at the speaker's facial expression, the speaker's body movements, and the setting or location. Thus, audio visual media will help students understand listening materials easily. It means that if the teachers use this audio visual media, they will explain the materials easily to the students. Besides, this media is able to make students enjoy and more enthusiastic in listening.

Harmer (2001:282) also states some advantages of using audio visual media in language learning. One of the advantages is *seeing language in use*,

meaning that by using audio visual, students do not only hear the language, but they also see it too. The next benefit is that students can get from audio visual media is *'cross cultural awareness'*. Video allows students to look at situations far beyond their classroom. Audio visual media also benefits the students in terms of *'the power of creation'*. According to Harmer (2001), when the students use a camera themselves, they are given the potential to create something memorable and enjoyable. Finally, the advantages of audio visual media is *'motivation'*. For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. Harmer (2007) also states that there are many good reasons for encouraging students to watch while they listen. In the first place, they get to see 'language in use.' This allows them to see whole lot of paralinguistic behavior. For example they can see how intonation matches facial expression and what gesture accompany certain phrases and they can pick up a range of cross cutlers clues.

E. Review of Related Research

Some researchers have done the research in which the title is similar to the present study. To begin with, Safitri (2012) conducted a research entitled "The perception of students toward the use of animation movie to measure listening skills at a second grade of SMP Negri 2 Imogiri academic year 2011/2012". The reason why the researcher interested in choosing this title is because the researcher wanted to get the information about the students of the second grade at junior high school perception toward the use of animation movie to improve their listening ability. Besides, the researcher wanted to know how to make learning

listening easy and could be better in developing and implementing the media in English teaching and learning process. The research was conducted at SMPN 2 Imogiri. The populations are junior high school at second grade from class A to F, and the sample are 88 students.

To get the data, the researcher used quantitative approach, and questionnaire as the data collecting instrument. Then, to analysis the data, the researcher uses quantitative-qualitative research. The quantitative research was used to get description of particular event, while descriptive qualitative research was used to describe the perception of the students toward the use animation movie in learning listening. The result of the study indicates that 10, 2% respondents have very good perception toward the use of animation movie. This percentage indicates that 9 of 88 respondent perceived that animation movie has benefitted the students much to reach the goal. In the line in the good perception, it is 44, 3% of the respondent who perceived that the animation movie is good.

There are seven aspects that have been investigated in the study, there are: interest motivation, material mastery, vocabulary improvement, self actualization, advantages of classroom activities and teacher teaching strategy aspect. From these aspect, the researcher found that animation movie give more benefits in classroom activities. This aspect gets 59,1% from total of respondents. The second highest is interest aspect which get 54,5% from the total of respondents, while students self actualization gets 52,1% is in third position from total of number.

The other research was done by Sugiya (2011) who conducted a research on "Teachers' perception towards computer-based multimedia in teaching English to adult learners". It was guided with a single research question, "What is the

teachers' perception toward the use of computer-based multimedia in teaching English to adult learners?" The purpose of the study was to explore teachers' perceptions through their view action and intention toward the contents, application, and goal of computer-based multimedia. The appropriateness of the learning material with the learners' style and level was also revealed as the basic for selecting the appropriate teaching method and media. This research was a descriptive qualitative in nature, since it is dealt with a holistic description. The setting of the research was the intensive English course conducted at language Sub-Department, Basic Sciences Department Indonesia Air force academy in Yogyakarta with two purposely chosen teachers' participant involved.

The method employed in this study required narrative data from the participants. The main data gathering instruments were in-depth interview and re interview guides with the participants. While the class observations and documents checks were used as supporting data, which were necessary for data triangulations. The data triangulations were conducted to obtain the data on the teachers' perceptions covering their views, actions, and attentions toward the three aspect of the computer-based multimedia; content, applications, and goal. In analyzing the data, he extracted the information from the data acquired through the interviews and observations, grouped into the categories and interpreted them in accordance with the research questions.

The result of the study shows that computer-based multimedia are very helpful and can increase learners motivation, provide opportunities for active learning, encourage learners to think about the ways in which they learn, develop learners' autonomy, and provide opportunities for both individual and cooperative

learning. Besides, computer -based multimedia are appropriate for any styles and levels of learning, so that less able learners can repeatedly take time for comprehension. While able learners can easily manage lower-level task and challenge themselves with upper-level task. The study concludes that computer-based multimedia can be used as a controlled process of teaching and learning as well as free access of learning by the learners and can create an effective, efficient, and enjoyable teaching and learning activities to develop learners' knowledge, skills, and competence of English language. However, one of the participants express that computer-based multimedia cost a lot, invest too much budget for a little usage, and time consuming to make students to get well prepared. Moreover some teachers whose ability in operating computer is low will find difficulty accessing the computer-based multimedia.

The review from those researches provides useful information about previous studies concerning about the perception toward the use of media learning. Besides the results also contribute to some views about the effect to apply learning media. According to review of researches above, the researcher will add to some references to conduct the title about the teacher perceptions toward the use of audio and audio visual media in listening comprehension.

F. Conceptual framework

Based on the literatures and theories that have been reviewed, the researcher constructs the conceptual framework for the current research as the following:

Listening

Elements of listening: Stress, Rhythm, Intonation.	Learning Media in teaching listening: Real objective, Texts, Video,Visual and Multi media

Audio media: Sound, Pronunciation, Intonation, Accent,Vocabulary.	Audio visual media: Sound, Body Language, Gesture, Facial expression

Integreting audio and audio visual media in listening

Vocabulary	Facial expression	Pronunciation	Intonation	Accent