

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Media

1. Definition of Teaching Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.¹ Popular *print* media offer good opportunities for improving learners' reading and writing skills in particular. Popular *electronic* media provide teachers with excellent resource for improving language skills, such as listening and speaking.² It means that there are so many medias that can be used in eaching listening.

Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.³ Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures, and other things can be used as

¹ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

² Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "Using Media in Teaching". In John Gultig (Ed.). (South Africa: South African Institute for Distance Education, 2010), 91.

³ Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed.*, (USA: Allyn and Bacon, 1996), 67

instructional media to present and manipulate language and to involve students in the activities.⁴ Computers, DVDs, interactive whiteboards, and all sorts of other technology are present to one degree or another in every school, and most middle-class children, at least, as DeBell and Chapman, go home to an array of technology as well.⁵ Instead of Borgman, yet only gradually is technology truly changing the core of teaching and learning in schools.⁶ More specifically, Sands stated that instructional process in which media, as teacher's language, deliver message to the students.⁷ Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

2. Criteria in Choosing Teaching Media

The selection of teaching media/ material is an integral part of curriculum planning and delivery in schools. In teaching media, there are some aspects that teacher or listener should know. The media should directly relate to a curriculum policy and program on the departments' framework standard and relevant for students. The media also support an inclusive curriculum thus helping students to gain awareness and the importance of respectful relations

⁴ Jeremy Harmer , *The Practice of English Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

⁵ Robert E.Slavin, *Educational Psychology: Theory and Practice, 10th Eds.*, (Johns Hopkins University: Pearson, 2012), 268.

⁶ Robert E.Slavin, *Educational Psychology: Theory and*, 268.

⁷ Lester B. Sands, *Audio- Visual Procedures in Teaching*, (New York: University of California, 1965), 5

with the other. The media also can motivate students to examine their attitudes and behavior. The media are relevant for the age of students for whom they are selected. The media provide opportunities to develop the critical capacities. The media should represent a range of views on all issues.⁸

Reiser and Dick suggest principles in applying instructional media. First, the instructional media should be practical. It means that teachers should consider the availability of the media and the practicality of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them. Second, the instructional media should be appropriate to the students' characteristics because their perceptions about the media will affect their learning. The last, the instructional media should be a good means of presenting a particular instructional activity.⁹ It means that the media should support the activity that will be presented in the classroom.

The international society for Technology in Education (IESTE) has developed standards for technology use in Education. It provides guidance for teachers in the following areas; (1) Facilitating and inspiring student learning and creativity, (2) Designing and developing digital-age learning experiences and assessments, (3) Modeling digital-age work and learning, (4) Promoting and modeling digital citizenship and responsibility, (5) Engaging in

⁸ Department of Education and Children's Services. *Choosing and Using Teaching and Learning Materials* (The Government of South Australia, 2004), 10.

⁹ Robert A. Reiser and Walter Dick. *Instructional Planning*..... 69.

professional growth and leadership.¹⁰ However, instructional media must be accessible and easy to use.

3. The Function of Teaching Media

Reiser and Dick explain some advantages or importance of the media.¹¹

One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed , instructional media gives students' required experiences to build their prior knowledge.¹²

Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found technologies are used as tools for learning.¹³ Sign and Means stated that in literacy instruction, technology has both traditional and authentic uses.¹⁴ An authentic use of technology is using it as a tool to accomplish a complex task; for example, students who are creating a written report might use the Internet for research, word-processing software to write and format the text, and hypermedia software to add images.

¹⁰ Robert E. Slavin, *Educational Psychology: Theory and*, 268.

¹¹ Robert A. Reiser and Walter Dick, *Instructional Planning.....* 70.

¹² Heinich, Mollenda, and Russell, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, (Canada: John Wiley & Sons, Inc., 1982), 7.

¹³ Ann Holum, Ph.D.- Jan Gahala, M.A, *Critical Issue:Using Technology to Enhance Literacy Instruction.* -,3.

¹⁴ Ann Holum, Ph.D, - Jan Gahala, M.A, *Critical Issue:Using Technology*, 3.

Medias are useful in the process of language teaching. Heinich and friend claims instructional media as medium that is used in instruction to deliver material to the learner.¹⁵ The media include film, television, radio, audio recording, and photograph. According to Young and Smith therefore, it makes sense to consider the variety of uses as they illustrate best practices. Sane stated that video is the technology to capture, record, and process, transmit and rearrange the moving picture also video can use for tutorials, videos for learning, and even videos for entertainment or for documentation of activities.¹⁶ It means in teaching English language we can use video to make students not bored and like to study English language. Katchen stated that more and more video are being produce for language teaching, in other hand, teacher can use video to help students become better speaker in English. It means they can see what it looks like and sound like.

4. Television Program as Instructional Media

A lot of means can be made for instructinal media, involving television program. Using television in the classroom allows the students access more information when listening. That is, the students can now see what is happening as well as listen to the text. Many students spend at least four hour at home viewing television. They adopt the language from viewing television

¹⁵ Heinich, Mollenda, and Russell, *Instructional Media and the*,5.

¹⁶ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. “*Using Media*”, 93.

because vision and auditory support can highly motivate viewers.¹⁷ However, television program can be still used as instructional media even more effective for language learning. Sands say that human being can learn faster and easily by audio visual processes than by verbal explanation only.¹⁸ In line with this, Munadi states that it might be easily while seeing and hearing simultaneously, than seeing only or hearing only.¹⁹ Therefore, television program which combines audio and visual can be effective media for teaching as long as the program is selected carefully in order to applicable in the classroom.

B. Listening Skill

1. Definition of Listening Skill

Listening is an important skill for the person who is learning English, because in verbal communication, we cannot communicate with each other without listening to the speaker's utterances and understanding them. Rost defines listening in four orientations of perspective. Listening in perspective orientation is a process of receiving and catching what the speaker says. Listening in constructive orientation is a process of figuring out and representing meaning of the message. Then, listening in collaborative orientation is a process of responding and negotiating to what speaker has said. And the last, listening in transformative orientation is a process of

¹⁷ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media* , 88.

¹⁸ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media* , 89.

¹⁹ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media* , 100.

creating meaning through involvement, imagination, and empathy.²⁰ Accordingly, listening is not merely about perspective skill, by contrast it involves many processes and activities overlaying a cognitive event.

Harmer stated that listening is one of the receptive skills because people understand the message from what they hear.²¹ Some people consider listening has the same meaning as hearing. Actually people have different meanings. In addition, everyone wants to listen to what English Speakers are saying in natural speed and understand it. Listening activities develop a wide variety of listening in details and inferring meaning from content. However, listening is very demanding and challenging skill for the learners to master.

There are some aspects that indicate the possibilities achievement of students' listening skill. The underlying successful listening is decision making. The listener must make these kinds of decisions: (1)What kind of situation is this?, (2) What is my plan for listening? (3)What are the important words and units of meaning?, (4)Does the message make sense?. Successful listening requires making effective 'real time' decisions about these questions. In this sense, listening is primarily a thinking process about meaning as they listen.

²⁰ Michael Rost, *Teaching and Researching Listening*, Great Britain: Longman, 2.

²¹ Jeremy Harmer, *English language Teaching 3rd Ed.*, (England: Longman), 75.

2. The Process of Listening

Listening, like the other language arts, involves a process. Lundsteen said that, listening is more than just hearing, even though we often use the terms *hearing* and *listening* synonymously.²² But, remember that *hearing* and *listening* are not the same. *Hearing* is the reception of sound, *listening* is the attachment of meaning. Hearing is, however, a necessary pre-requisite for a listening and an important component of the listening process.²³ According Wolfen and Coakley, the listening process has three steps: receiving, attending, and assigning meaning.²⁴

The first step is *receiving*. In this step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. The listeners will accept and understand what speaker says. Then, listeners focus on important stimuli, because so many stimuli surround listeners around them. Listeners must attend to the speaker's message, focusing on the most important information in that message. Then, listener assign the meaning to speaker's messages.

The second step is *attending*. Human listening is often ineffective or does not occur for similar reasons. The stimuli may be external or internal. In fact, human simply cannot focus on all of them at the same time. The third step is *assigning meaning*. A message may have been sent and received, and

²² Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media* , 70.

²³ John A. Kline, *Listening Effectively*, (Alabama: Air University Press, 1996), 30.

²⁴ John A. Kline, *Listening Effectively*..... , 20.

the receiver may have attended to the message yet, there have been no effective communication. Effective communication depends on understanding, that is; effective communication does not take place until receiver understands the message.²⁵

C. Strategies in Teaching Listening

1. Knowing the Purpose of Listening

Strategies are clearly a way to ease the burden of listening and should be taught. However, the problem with a lot of strategy training is that there are so many strategies. There are literally books full of them. One approach is to choose a select number of strategies and to teach them repeatedly. According to Mally and Chamot the idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.²⁶ Teacher must explain to the students before they start to study listening.

Students or listeners always have a purpose for listening. They may listen for pleasure or get information. So, it is important for teacher to spend some time teaching students about purpose of listening.

²⁵ John Field.1998. "Skills and Strategies: towards a New Methodology for Listening", *ELT Journal*. Vol. 52 No.2, April 1998, 118.

²⁶ Steven Brown, *Teaching Listening*,(USA: Cambridge University Press, 2006), 6.

2. Activation of Prior Knowledge

One of the important things before teaching listening is activate students' prior knowledge in order to improve listening comprehension. Heinich and friends stated that instructional media give students' needed experiences build their prior knowledge.²⁷ This section introduces several concepts from the cognitive view of language learning including schema, scripts, and top-down/ bottom-up processing.²⁸ In this section, teacher also gives the similarities and differences between listening and reading, and then looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension. Finally, there is a concrete example of activating prior knowledge in listening materials.²⁹ It means that materials in activation prior knowlede will help students to understand what will they hear.

A conventional listening comprehension lesson simply adds yet another text to the learners' experience; it does little or nothing to improve the effectiveness of their listening to address their shortcomings as listeners. Prior knowledge is organized in schemata (the plural form of schema): abstract, generalized mental representations of our experience that are available to help us understand new experiences. Another way to look at this phenomenon is the idea of script. Indeed successful language learners often can be separated

²⁷ Heinich, Mollenda, and Russel, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, (Canada: John Wiley & Sons, Inc., 1982), 9.

²⁸ John Field.1998. "Skills and Strategies: towards a New Methodology for Listening", *ELT Journal*. Vol. 52 No. 2, April 1998, 115.

²⁹ Steven Brown, *Teaching Listening.....*, 2.

from unsuccessful language learners by their ability to contextualize their guesses and use their prior knowledge in this way.

The idea of prior knowledge is one part of cognitive model of the language processing. That model says that when people listen and read, we process that information we hear both *top-down* and *bottom-up*. Richards explains these two as follows:

Bottom-Up processing refers to the use of incoming data as a source of information about a meaning of a message. From this perspective, the process of comprehension begins with the message received, which is analyzed at successive levels of organization – sounds, words, clauses, and sentences – until the intended meaning is arrived at. Comprehension is thus viewed as a process of decoding.³⁰

Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse, it may be situational or contextual knowledge, or it may be knowledge stored in long-term memory in the form of “schemata” and “script” – plans about the overall structure of events and the relationships between them.³¹

Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information we have

³⁰ J. C. Richards, *The Language Teaching Matrix*, (Cambridge, U.K.: Cambridge University Press, 1990), 50.

³¹ J.C. Richards, *The Language.....*, 51.

about sounds, word meanings, and discourse markers. In this process, wrong answers can be seen to be of more significance than correct ones. Instead of judging understanding by the number of learners who answer correctly, teacher needs to follow-up incorrect responses in order to determine where understanding broke to put things right.

C. Previous Studies

In order to avoid unnecessarily replication, the writer previews studies which have correlation with this study. The first is: A journal from Vilma Tafani. The title is “*Teaching English through Mass Media*”. In this journal, Vilma analyzed the fact and the impact of the mass media in teaching English. She wrote that, teaching English by using TV program is good for students. But, as a teacher we must be careful to choose the program. Both of mine and her studies have same arguments that watching TV program, documentary will be easy for students to study English. Her study is general for all skills and comprehension in English.

The second is: an article from Miki Markovich. The title is “*Why Use Media to Teach English?*”. In this article, Miki give some explanation about the reason of use media to teach English. He divides the reason into 5; Multiple Learning Styles, Education for Global Society, Edutainment, Fewer Battles, and Writing. He wrote the article to inform the teacher that there are many functions of using media to teach English. As like as my purpose to write the paper, Miki and my paper have some similarities. Both of us, use media to interpret that there are many ways to teach English easily by using media. But, in Miki’s article, he did not give the

example of the media itself. So, it just depicts the generalization of the function from the media. In my paper, I will give the result of my research according to the function of documentary on a television program as a media to teach English.

Carla Meskill in her journal article *Listening Skills Development Through Multimedia*. In this article, the writer gives some examples of media that can be used to develop listening skills for general. But the writer does not give briefly how to apply the media in the class and the effect for the students. A thesis from Aprilia Noviandi, *Using Teaching Aid to help Students Improve Listening in Second Grade Students at SMAN 10 Bandung*. In the thesis, writer used movie as teaching media. The writer does not give briefly information about the problem of students in Listening. From all of the previous studies, there are some differences between this research and the previous studies. In this research, the researcher choose Documentary program as media in teaching. Some of those articles are different with researcher's project. Not all of them provide clearly explanation about their research finding in academic purpose. By doing this study, it is expected to find out how documentary program can improve students' listening skill and gives useful information about an alternative way in teaching listening for English teaching process.