**CHAPTER II**

**RIVIEW OF LITERATURE**

* 1. **Theoretical Framework**

The basic concept of this study should be clearly from the start. This is considered to avoid misunderstanding between the researcher and the readers because it is important discuss for clarifying the concepts used being discussed and the readers will get the point clearly. In conducting research, theories are needed to explain some concepts or team applied in research. Theoretical framework of this proposal is represented and discussed as follow

* + 1. **Listening**

Listening is the ability to understand and how a particular sentence be understood and it function in the communication process. Comprehension refers to the ability to understand and interpret spoken and written language. Many experts have defined the conception of listening. According to Yagang (1993: 70) “Listening is the ability to identify and understand what other saying”. Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that, it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non verbal messages. “Progress in listening will provide a basis for development of other language skill” Rost (1991: 3). The statement implies that listening skill can support the student to master the other language skill. Listening in a language skill and of course it must be taught in language teaching.

Based on the explanations above, it can be concluded that listening is an active process in communication between speaker and listener which the listener handle the role in catching the messages, analyzing, evaluating, and giving feedback to what the speakers says.

It is clear that the process of listening requires some skill comprehension, so that we can construct what has been to us. On the other hand, the listener can tell what the speaker has been said.

* + 1. **Process of Listening**

The occur of listening in five stages, They are:

* + - 1. **Hearing**

It is refer to the response cause by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention) Brain screens stimuli and permits only a select few to come into focus these selective perceptions is known as attention, an important requirement for effective listening.

* + - 1. **Understanding**

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only word but also sounds like applause and sights like blue uniform that have symbolic meaning as well; the meanings attached to these symbols are function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

* + - 1. **Remembering**

Remembering is important listening process because it means that an individual has not only received and interpreted a message but also has added it to the mind’s storage bank. In listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

* + - 1. **Evaluating**

Only active listeners participate at this stages in listening at this point the active listener weighs evidence, sorts fact form opinion, and determines the presence or absence of bias and prejudice in a message; the effective listener makes sure that he or she doesn’t begin this activity too soon; beginning this stages of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

* + - 1. **Responding**

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

* + 1. **Types of Listening**

Here are several kind of types of listening:

1. **Attentive Listening**

What is meant by attentive here is paying full attention on what is being spoken about. The listener has to focus his attention on the person or the form of communication. We do this kind of listening if, for example : we have to listen to the announcements in the airport, bus station, and so on or if we have listen to directions.

1. **Appreciative Listening**

In this type, the listener’s purpose is to have fun or pleasure. He needs no energy to think of what to since. It’s just a kind of listening activity. We do this kind or the listening if we, for example: listening to an interesting for amusing radio program which does not contain any particular language problem or difficulty of concepts.

1. **Analytical Listening**

in this type of listening we have to pay attention to what is being spoken about for the purpose of responding in one way or another. In other words, analytical listening is more demanding than attentive listening to. It means that we are not just receiving but we are also preparing to give our critical response to what we hear. We do this listening activity if, for example: we listening for lesson on a subject which is new to us.

1. **Comprehension Listening**

In this type of listening to a listener listens to different sounds and understand the meaning of each sound. Comprehensive listening is little advanced listening skill, but it is also fundamental type of listening, and it also fundamental part of all other types of listening. The most basic element of comprehensive listening language a person should have to knowledge of wide range of vocabulary, grammar rules, and syntax in order to decipher what others are saying. In addition to language, the body language of the person, tone of their voice, and their facial expressions all play a crucial role in comprehensive listening

1. **Marginal Listening**

Marginal Listening It is kind of listening where the listener has to divide his attention to two and more distraction that occur simultaneously. So, we can not focus our communication because we are also engaged in other activities at the same time we do the listening. We do this, by listening to the radio while doing some homework, or when we take notes while listening to a lecture. This research is about the analytical listening. The students are supposed to understand what they hear. They are supposed to be able to give their opinion on the meaning of the material they have heard. Last but not least. They are supposed on the material.

* + 1. **The Definition of listening Skill**

From the definition of listening and the definition of skill, it can be concluded that a listening skill is the ability to receive any sounds, to select the specific sounds that will be listened to, and to assign the meaning of the specific sounds. This ability involves two main part of the body; the ears and the brain. The ears are to receive and select the sounds and the brain is to assign the meaning of the sounds.

* + 1. **The Importance of Listening Skill**

As explained in the definition of listening and listening skill, it can concluded that listening skill give a great contribution in the language classroom. It is because they provide input for the learner's language acquisition

According to Rost (1994: 141). In a spoken language, a learner must interact with others to achieve understanding. In this interaction, he or she must pay attention to other’s language . According to Harmer (2001: 228) “Students can improve their listening skill and gain valuable language input-through a combination of extensive and intensive listening material and procedure”.

Furthermore, having listening skills enable the learners to think ahead while receiving**.** the message and use the time differential to organize and internalize the information so they can comprehend it. Smaldino (2008: 293). As a result, he or she will be successful in the communication process. in other words, listening skills are important inputs for acquiring speaking skills.

Now days, media has been having rapid enchancement followed by many new kind of them such as mobile phones, Ipad, Iphone, and etc. actually all those kinds of media can be categorized into 4 categories which are based on their usage for education matter. They are printed media, audio media, and audio-visual media.

Printed media is disseminate printed matter. Information can be disseminate with printed on paper and then published for certain purposes. For example, text book or education matter, magazine and novel entertainment and poster for advertisement matter. Audio-visual media are used to convey information audible and visually. It means that people get the information by watching and listening to the Audio-visual (In this case is TV series Movie). For instance movies. Audio media are used to convey information audible and not visually. It means that people get the information by listening to it. For example radio, tape recorder, cassette, and etc.

* 1. **Teaching Media**

Sudjana and Rivai (1992: 2) implicitly state that teaching media includes thing which are physically being used to deliver learning content, those thing such as books, tape recorder, cassette, video camera, video recorder, film, slide, pictures, graphics, television, computer, magazines, newspaper, and etc. in another word, media is learning source or mean that contains instructional material around students’ environment which can stimulate them to study.

Sudjana and Rivai (2010) state that several advantages of teaching media in learning process. They are :

* + - 1. Teaching Learning process will make be more attractive to students and motivate them to study. learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.
      2. Teaching method will be more various, there will not be just the teacher’s verbal communication. Hence, the students will not fail into bore and the teacher will not be worn out.
      3. The student will get more activities since that not only listen to teacher’s explanation but also do observation, action, demonstration, and so on.

Teaching media is an aid that help teacher while doing process. When teacher uses teaching media effectively, the learning process will be more attractive and it surely can help students to be more active in the class. there are also some advantages of media usage and the media it self for students, and what are the advantages of using these media. The researcher will explain below the advantages of using the media as follows.

* 1. **The Advantages of Using Media**

There are some advantages of using media as tools for teaching listening, they are:

1. Many media sources (feature films, music videos, visualizations, new stories) have very high production quality capable of show casing complex ideas in a short period of time. This helps develops quantitative reasoning.
2. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one’s values, and assessment of self if the scenes have strong emotional content.
3. The use of media sources help connect learners with events that are culturally relevant. As a result apposite consequence of utilizing media is that instructors must keep their materials and examples up to date.
4. New stories can be used to connect theories taught in the classroom with real world events and policies.
5. Popular media (Film or TV series, Music Youtube and Instagram) are familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Student can see the theories and concepts leap from the screen.
6. Student can hone their analytical skill by analyzing media using the theories and concepts they are studying.
7. The use of media in classroom enables students to see concepts and now examples when they are watching television, listening to music, or are at the movies with friends.
8. Student can experience world beyond their own, especially if the media is sharply different from their environment.

**2.4 TV Series Movie**

TV series movie, a group of episodes of a television program broadcast in regular intervals with a long break between each group, usually with one year between beginning of each. for examples : Game of thrones, Riverdale, The vampire diaries, and The originals.

TV series, which consist of audio, images and visual text in a multimodal setting. Most courses designers and teachers find the sole assignment of the workbook that accompanies the course book insufficient for student’s homework. They reasonably feel that students need more practice of and exposure to the language they are learning in a foreign language context. Subsequently , listening comprehension books and CDs have been included as supplementary materials in the syllabi of many language classes (Eftekhary & Mirzaaghaee, 2013: Gilakjani & Ahmad, 2011).

Movies can be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding pronunciation movies allow students to access more information in listening. That is, the learners can listen and see what is happening at the same time.

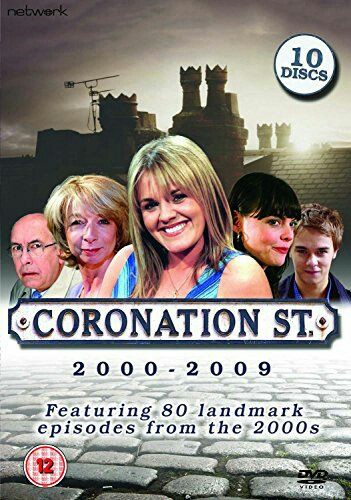
There are some of TV series genres:

* + - 1. **Sports :** Program featuring sports or sporting events. Examples; Match of the day, the football league show, super bowl, and Sunday night football (weekly television broadcast of national football league have 14 seasons and 285 episodes)



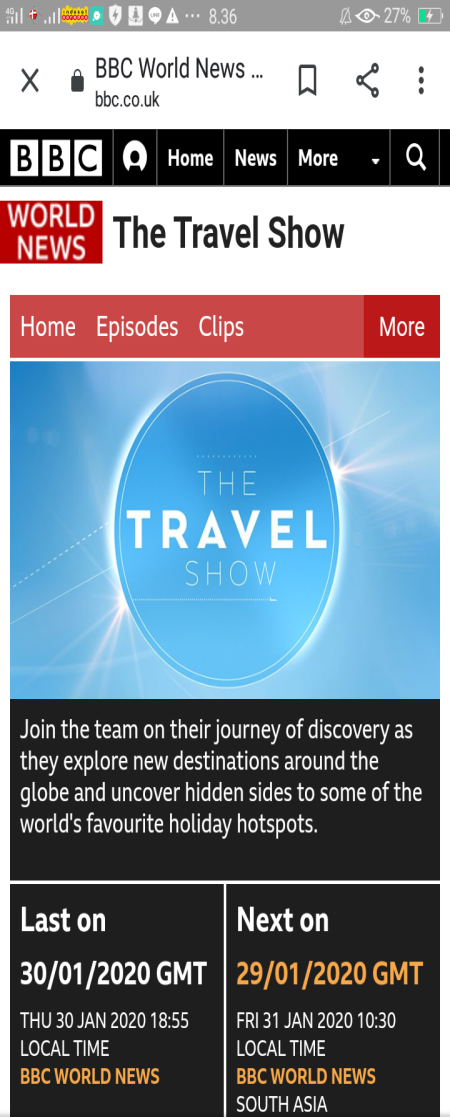
* + - 1. **Sitcom** An amusing TV series about fictional characters, also known a situation comedy. Examples; Friends, Th**e** Office, The Big bang Theory, and How I met your Mother (Weekly TV series, have 9 seasons and 208 episodes)
      2. **Documentary :** TV program that documents real life events. Example: Panaroma, Horizon, Time watch, life on earth, and the staircase (weekly, have 1 season and 13 episodes, running time 45 minutes)



* + - 1. **Soap ;** Also known as a soap Opera. A factional drama about people’s Eample;Eastenders, The bold and The beautiful, all my children, Coronation street(weekly have 9,989 episodes)
      2. **Cartoon:** A program that features animated characters. Example : Peppa Pig, The Simpsons, SpongeBob Squarepants, Family Guy,

American dad(weekly, have 16 seasons and 276 episodes).

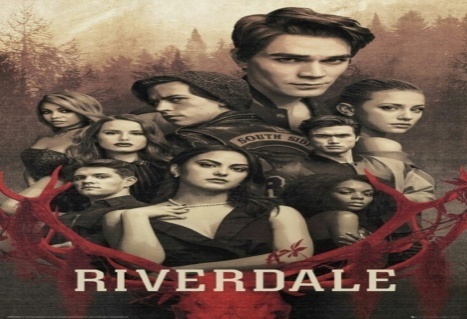
1. **Travel or Holiday :** A show that features popular holiday destinations or travel reviews. Example: wish you were here, great contatinental railway journeys, The travel show (weekly, running time)

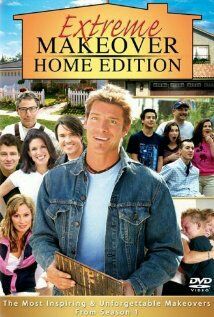


1. **Kids/Children’s** :TV program produced for children. Examples; Blue peter, Sesame street, Hannah Montana, Doctor Who. (weekly, 26 (1963-89) 12 (2005-pres) 856 episodes)

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1. **Drama** **:** A fictional TV story, featuring actors. Examples :The walking dead, Game of Thrones, The Vampire diaries, Riverdale,(weekly, 4 season and 13 episodes).



1. **Makeover** : A show that helps people change their image of lifestyle Examples: The Biggest loser , You Are What You Eat,Extreme Makeover Home Edition (weekly, have 9 season and 200 episodes).

**2.5 The Function of TV series Movie**

* 1. Deliver the vocabulary and message more faster for students’
  2. it is good to explain a process, especially the learning process.
  3. become familiar with different accents.
  4. can give a deep impression, which can affect students’ attitudes.
  5. **Relevant Studies**

Several Journal related to the topic of research that found, The title is Using Authentic TV Series as EFL Supplementary Material: An Action Research Study. 20 Iranian intermediate English students took a part using TV series as media in teaching listening skill. The analysis of this journal focus on how students are interested in . the researchers use American TV series, they selected ‘*Friends’*  as their media. Similar to most other situation comedies, the noise level is low, the speech is clear, and the daily life of the characters is the central situation in *Friends*, all of which makes it a wise choice for language learning. and in this journal the researchers required to the students two watch two episode of *Friends* (each lasting around 22 minutes) every week and record at least 20 sentences which they judge to have useful and relevant language (whether it was a word, phrase, idiom, or a language function or structure). In the third of the weeks, the students had watched the first two episodes of Friends and were ready to discuss their experience and explain the summaries. Most students reported they enjoyed their assignment. Nonetheless, some of them felt insecure about their ability to understand the series, saying that were not able to understand most parts of it. and at the end of the semester, the teachers asked the students to write the experience, and most of them give positive comments that if they liked experience in their class, watching American drama then discussion.

Last Aryuliva Adnan has been said in her journal, The title is Improving Students’ Listening Ability Through Media Report . There are some reason why students assigned to watch the movie and make the report of it. First, watching movie is interesting and motivating because the students’ will feel entertaining by watching the may see their favorite actor/actress or even their idols. They can listen, learn ,and imitate how the characters pronounce the words, phrases or sentences. Second, they also can learn the context of the phrases or sentences. Third, students can learn meaningful expressions through watching movies. Fourth, students can get moral lesson of the movie. So, by watching movies/ TV series, the students are trained to listen and understand English spoken Language.

* 1. **Conceptual Framework**

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into the words and sentences. Listening is language modality, and one of the four skill of language (Listening, Speaking, Reading ,and Writing ).Listening is basic skill to support students’ subject material in English teaching learning, and practice them in English assignment. However, there are many problems in teaching listening skills but TV series Movie as Media will be help students’ in develop their listening skill with TV series Movie.

“Film provide more pedagogical options and are rich resource of intrinsically motivating materials for learners” King (2000: 286). This technique is creative ways to order students’ can increase their listening skill and knowledge especially in listening material. This technique will be motivated them in learning listening English.