**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

**2.1 Theoretical Framework**

Listening process is consisting of five elements: hearing, attending, and understanding, responding, and remembering. Hearing is the physiological dimension of listening that occurs when sound waves strikes that car at a certain frequency and loudness and is influenced by background noise. Listening has different meaning from hearing, Listening is always an active process, while hearing can be considered as passive condition Underwood (1989). Learning language is always refers to 4 skills and all of those are support each other’s, listening as one of modality in learning language regarding to 4 language skills, because the activity of listening is involves a sender, a message and a receiver.

Instagram, which first appeared in 2010, was launched as a photo sharings platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its growth greatly (Ellison, 2017).

In terms of language learning, Handayani (2016) argues that Instagram can be used as a source for applying a number of activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos etc. Thus, Instagram addresses to four language skills to practice the language in and outside the classroom.

**2.2 Definition of Listening Skill**

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. The importance of listening is acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender‟s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn’t automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003:24) “Listening is an active, purposeful process of making sense of what we hear.” It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

**2.2.1 The Importance of Listening Skill**

As explained in the definition of listening and listening skill, it can condluded that listening skill give a great contribution in the language classroom. It is because they provide input for the learner’s language acquisition (Rost, 1994: 141-142). In a spoken language, a learner must interact with others to achieve understanding. In this situation, he or she must pay attention to other’s language. The understanding of the language spoken by other people in an inpur for him/her to acquire good speaking habits (Harmer 2001 :228).

Futhermore, having listening skill enable to leaners to think a head while receing the messege and use the time differential to organize and internalize the information so they can comprehend it (Smaldino 2008: 294). As a result, he or she will be successful in the communication process. In other words, listening skill are important inputs for acquiring speaking skills.

Media is a mean which is need to convey or to deliver information from one person to another person. Heinich, Melinda, Russel (1996:8) as quoted in Azhar (1997:31) state that medium (singular term of media) is a channel of communication ;example include film, television, diagram, printed, material, computer and instruction. Throgh media people can deliver and receive information easily. Nowdays, media has been having rapid enchancement followed by many new kind of them such as mobile phone, Ipad, Iphone, nad 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 matter, 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 purpose. For example, text book or education matter, magazine and novel entertainment and poster advertisement matter. Audio-visual media are used to convey information audible and visually. It means that people get the information by wathing and listening to the Audio-visual. Audio media are used to convey information audible and not visually. It means that people get the information by listening to it.

**2.2.2 Kinds of Listening**

There are two kinds of listening, extensive listening and intensive listening. Harmer (2001: 228) extensive reading can helps students to acquire vocabulary and grammar and that, furthermore, it make students better readers, so extensive listening (where a teacher encourages students to choose for themselves what they listen to and to do sofor pleasure and general language improvement) can also havedramatic effect on a student’s language learning.

Extensive listening will usually take place outside the classroom in the students, home, car, or on personal stereos as they travel from one place to another place. The motivational power of such an activity increase dramatically when students make their own choices about when they are going to listen.

Intensive learning: many teachers used taped materials, increasingly material on disk, when they want their students to practice listening skill. Harmer (2001: 229) this has a number of advantages and disadvantages:

* Advantages: taped material allows students to hear a variety of different voices apart from just their own teacher’s. It gives them opportunity to’meet’ a when tapes contain written dialoges or extracts from plays, they offer a wide variety of situations and voices.

Taped material is extremely portable and readly available. Tapes are extremely cheap, and machines to play them are relatively inexpensive.

For all these reasons most coursebooks include tapes. And many teachers rely on on tapes provide a significant source of language input.

* Disadvantages: in big classroom with poor acoustics, the audibility not taped and disk material often gives cause of concern. It is often difficult to ensure that all students in a room can gear equally well.

Another person with classroom tapes is that everyone has to listen at the same speed, a speed dictated by the tape, not by the listeners. Although this replicates the situation of radio, it is less satisfactory when students have to gtake information from the tape. This is because they cannot, themselves, interact with the taped speakers any way. Not can they see the speaking taking place.

Finally, having a group of people sit around listening to a tape recorder or disk player is not entirely natural accuption.

Despite the disadvantages, however, we still want to use taped material at various stages in a sequence of lessons for the advantages mentioned above, we need to check tape and machine quality before we take them into class.

**2.2.3 Indicator of Listening Skill**

Listening is the process that is done by test-taker to identify the gist, main idea, purpose, supporting points, and conclusion to show full comprehension argues by Brown in Sari (2013 :2). It is believed to the browns’ statement, the researcher identifies there are five of indicators of listening skill such as:

1. The students are able to identify the gist of the Instagram TV conversation video accurately
2. The students are able to identify the main idea of the Instagram TV conversation video accurately
3. The students are able to identify the purpose of Instagram TV conversation video accurately
4. The students are able to identify the supporting point of Instagram TV conversation video accurately
5. The students are able to identify make conclusion to show the full comprehension in video itself

As additional thing, the researcher show them about cross culture conversation video from Kampung Inggris LC account in Instagram, at least students will comprehend about:

1. The students’ are able to realize about cross culture consist with English daily conversation with different country
2. The students’ using Instagram TV as media more effectively, easier, and efficient

**2.3 Definition of Social Media**

Dewing (2010: 1) defined social media as follows: “The term social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities”. The term social media was first known , in 1994 -1995, when the first web- based social networking site, Geocities, was founded (Goble, 2012 :34 ) .In fact, there are various definitions of social media concept because it is a broad term covering a large range of websites .

Social media is digital, content-based communications based on the interactions enabled by a plethora of web technologies. Social media is generally defined in (Merriam-Webster dictionary)as “forms of electronic communication as web sites for social networking and micro blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos” .

**2.3.1 Social Media Forms**

According to Dewing (2010:5), social media Web sites, such as YouTube, Twitter, Instagram and Facebook, have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online. Social media covers many digital tools such as : Facebook, YouTube, Instagram, Twitter, linked, MySpace. Even Email and SMS are social media tool too.

**2.3.2 Students’ and Social Media**

Nowadays, students are digital learners and continuously use social media to communicate with each other. Students are equipped with laptops, iPads, different Smart phones, tablets, and all these provide them with easier access to social networks. Introducing social media in education is not an easy step, however; Jones and Shao (2011: 87) found that students positively respond to the incorporation of new technologies into the teaching and learning process provided that the technology usage is well-conceived, purposeful, and properly integrated into the learning process.

According to Phillips, Baird, and Fogg (2011: 3), students spend as much (or more) time online in an informal learning environment--interacting with peers and receiving teachers in the traditional classroom.

**2.3.3 Instagram as Mobile Learning.**

Smartphones is the one powerful computers capable of guiding learning activities since people allowed to download many mobile application, for example the language translator, the online dictionary, and the other of mobile application such as Instagram Instagram is the one of mobile application which quite popular in the young people recent days. Students can get knowledge about the new issues which happen outside the classroom.

Instagram can become an appropriate medium for English learning process (Handayani, 2015). Internet and mobile service have created new possibilities for learning. Such as a statement of Robert et al (2002) that technology can be used for formal and informal learning in all level education across the boundaries of time and location.

In fact, Instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst : 2016). A lot of activities can be done by using instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips, 2013).

Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints. Third, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Finally, ease to access to instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom. (Ali : 2014).

**2.4 Video as Teaching Media**

Video can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. That employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

Video is a movie, television show, event, etc., that has been recorded onto a videocassette, DVD, etc., so that it can be watched on a television or computer screen. In this research the writer uses educational video to teach the students. (Merriam-Webster, 2017)

Harmer, Stemplesky(2002: 364) supports that the video can provide possibility of achieving the important goals of motivating students’ interest, providing realistic listening practice, simulating language use, and highlighting students’ awereness of particular language points or other aspect of communication. Furthermore, Erben et, al. (2009: 82) points out that content of video material for English Language Learner (ELLs) who see a person during communicative acts helps scaffold comprehension because can FLL will also look at a person’s body language and facial expressions to help encode the meaning of a messege. In brief, the use of video provides not only authentich comprehensible input dor of English use but also offers interesting and motivating activities to simulate and trigger the students in practicing and refreshing their English. In addition, the use of video present differents learning activities which help the students master the speaking skill in terms of linguistic and the culture of English use.

**2.4.1 Type of Video**

Harmer (2001: 284) states that there are three types of videos that can be used in the class.

* Off-air progammes: progammes recorded from a television channel should be engaging for our students, and of sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video also extremely difficult to understand, especially where particulary marked accents are used or where there is high preponderance of slang regional vecnacular. The best programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awereness, teaching language, or as support for students’ own creativity

All television programmes have copyright restri country to country. It is important to know what that law is and realize that breaking it can have seriously consequence

* Real-world videos: There is no reason why we and our students should not use separately published videotye material such as features films, exercise’manuals’, wildlife documantaries or comedy provide that there are no copyright restrictions for doing this. One again we need to make our chose based on how engaging and comprehensible the extract il likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.
* Language learning videos: many publisher now produce free-standing language learning video-or to accompany coursebooks. Frequntly these have accompanying worksbooks.

The main advantages of especially made videos is that have been designed with students a particular level in mind. The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are in authenthic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequence which or students will accept and enjoy.

**2.4.2 Characters of Video**

There are criteria to be followed in their selection video (Arcario, 1992; Johnston, 1999; and Stempleski, 1992, cited in Burt, 1999). He concluded some criteria that need to be taken into consideration of selecting video and the the teachers asks himself the following questions before choosing a video or video series:

1. Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn?
2. Content : Does the content match by instructional goals? Is it culturally appropriate for my learners?
3. Clarity to message: Is the the instructional message clear to my students?
4. Pacing: Is there instructional too fast for my students? Many authentic videos move at a pace difficult for a nonactive speaker to follow. Even an instructional video may be to fast paced and dense for adults new to English.
5. Grapichs: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner?
6. Length of sequence: Second language learners, segment that are less than five minutes are often sufficient.
7. Independece of sequence: Can this segment be understood without lenghtly explanations of the plot, setting, and character motivation preceding and following it?

**2.5 Conceptual Framework**

Listening is basic skill and knowledge to support student’s subject material of English teaching learning. They are required to study listening material and references, and practice listening assignment in English. However, there are many problems in teaching listening skills. Instagram as Social Media will be help students in develop their listening skill with Instgram TV media.

Instagram can become an appropriate medium for English learning process (Handayani, 2015). Video is one of the suitable media that can be used by teacher in English teaching and learning. This technique is fun in order student can develop their English knowledge especially in listening material. The technique is also used to stimulate their motivation and interest in the lesson.