#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This theoretical review consists of the presentation of three topics. The first topic discusses the nature of listening. The second topic discusses the process of listening. The third topic discusses the teaching listening. The fourth topic discusses about the language laboratory.

# A. The Nature of Listening

Listening is a receptive skill. We receive language rather than produce it. Listening also is the process of interpreting messages (what people say). The language involves putting messages into a form that other people can understand using these elements: individual sounds, syllables, words, which may linked together with some sounds being dropped or changed, phrases, clauses, grammatical structures, sentences, longer stretches of spoken English, intonation, words, and sentence stress also add meaning.

Even though, listening is a receptive skill, it is not necessarily a passive one. A listener can either active or passive. As a listener, the listener has some control of what they are listening to. For example, when we are in a conversation we listen, respond appropriately, and sometimes stop the conversation to ask the

speaker to repeat what they said, to slow down, to clarify what they have said or to interrupt. So, in this part, it will be an active listening. There are also times when listening can be more passive and we do not have to respond, for example, when we listen to news on the radio or public announcement. According to Anderson and Lynch, there are two facts about listening:

- 1. The first point about listening, this skill is as important as speaking skill; we cannot communicate face to face unless the two types of skill that developed in tandem. Rehearsed production is useless if we are unable to respond to the reply that it generates from our interlocutor (i.e. the person we are trying to talk to).
- 2. The second point about listening is that, under many circumstances, it is a reciprocal skill. We cannot practice listening in the same way as we can rehearse speaking, or at least the part of speaking that has to do with pronunciation, because we cannot usually predict what we will have to listen to.

There are several purposes of listening depend on the situation, they are:

- 1. Listening to specific details
- 2. Listening to general meaning

<sup>&</sup>lt;sup>7</sup> Cora Lindsay with Paul Knight. *Learning and Teaching English*, (Oxford University Press, 2006), p.

<sup>&</sup>lt;sup>8</sup> Anne Anderson and Tony Lynch, *Listening*, (Oxford University Press, 1988), p.3-4

3. Listening for general idea or gist<sup>9</sup>

We listen to a wide variety of things, for example:

- 1. What someone says during a conversation, face to face or on the telephone
- 2. Announcements giving information, for example, at an airport or railway station.
- 3. The weather forecast on the radio
- 4. A play on radio
- 5. Music
- 6. Someone else's conversation (eavesdropping)
- 7. A lecture/teacher
- 8. Professional advice, for example, at the doctor's, in the bank
- 9. Instruction, for example, on how to use a photocopier or other machinery
- 10. Directions
- 11. A taped dialogue in class<sup>10</sup>

 $<sup>^{\</sup>rm 9}$  Cora Lindsay with Paul Knight, Learning and Teaching English, op.cit., P.46  $^{\rm 10}$  Ibid., p.45

## B. The process of Listening

Many students find listening one of the most difficult skills in English. Everyday experiences tell us that listening is sometimes hard and sometimes easy, but we are normally unaware which factors are contributing to that variation.

Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task, but it also motivates them and puts them in control of their learning.<sup>11</sup>

According to Hedge, <sup>12</sup> there are two types of listening process:

## 1. Bottom – up processes in listening

In the bottom-up part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech present to us. In other words, we use information in the speech itself to try to comprehend the meaning.

Listeners use bottom-up processes when they use linguistic knowledge to understand the meaning of message. They build meaning from lower level sounds to words to grammatical relationship to lexical meaning in order to arrive at the final message.

#### 2. Top – down processes in listening

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<sup>&</sup>lt;sup>11</sup> http://www.*E-dukasi*.net

<sup>&</sup>lt;sup>12</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, (oxford University Press, 2000), p. 230-232

Top-down process in listening, then, infers meaning from *contextual clues* and making link between the spoken message and various types of *prior knowledge* which listeners hold inside their heads contextual clues to meaning comes from knowledge of the particular situation.

Listeners use top-down processes when they use prior knowledge to understand the meaning of a message. It means prior knowledge can be knowledge of the topic, the text-type, the culture, or other information stored in long- term memory as schemata (typical sequences or common situations around which world knowledge is organized).

Based on Brown statements, students obviously need both bottom-up and top-down processing skills in listening practice. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them each other and then interpret what they have just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.<sup>13</sup> Another process of listening, are:

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 $<sup>^{\</sup>rm 13}$  Steven Brown, Teaching Listening, (Cambridge: Cambridge University Press, 2006), p. 3

- Receiving : The stages of receiving involve the basic need to getting or hearing the right conversation, as the other person wants to say or express.
- 2. Attending : The way where you should be conscious and alert about the other person has said.
- 3. Understanding: An important and basic step where you can analyze about the exact situation
- 4. Responding : By answering the query or by reacting on a particular situation.
- 5. remembering<sup>14</sup>

# C. The Teaching Listening

Brown states," *Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning*". <sup>15</sup> It is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others.

<sup>14</sup> http://www.au.af.mil/au/awc/awcgate/kline-listen/b10ch3.htm

<sup>&</sup>lt;sup>15</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, op. cit., p. 7.

Teachers' job is to help learners learn. This relates both the formal classroom process and learning outside the classroom. An effective teacher:

- 1. Understands learners' language needs and responds to them positively
- 2. Designs lessons which reflect the learners needs and develops their communicative skills
- 3. Monitors and corrects sensitively
- 4. Provides feedback and encouragement when appropriate
- 5. Tells learners not to worry about making mistakes (part of the learning process)
- 6. Encourages good learning habits inside and outside classroom
- 7. Keeps track of progress, gaps in learners' ability, and repeated errors
- 8. Creates an 'input-rich environment' in the classroom
- 9. Encourages learners to read English text or listen to the radio in English. 16

As desirable as it may be to get the students to listen, the question of how to listen remains. Following are some pointers the teacher should keep in mind in order to stimulate the student attentiveness in class, but some of those in no specific order of importance, they are:

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<sup>&</sup>lt;sup>16</sup> Cora Lindsay with Paul Knight, Learning and Teaching English, op. cit., p.3-4

- 1. Telling the students why they need to listen
- 2. Explaining the frustration that may accompany attempts to comprehend the spoken second language.
- 3. Calling on students in random order. Keep them guessing as to who is next.
- 4. Expecting and encouraging participation. They must listen to participate.
- 5. Keeping the pace moving at a clip sufficient to maintain interest
- 6. Being interested you in what is going on.
- 7. Having fun. Occasional laughter will do as much as anything to keep some students involved in class activities.
- 8. Selecting content to which students can relate.
- 9. Providing a variety of activities.
- 10. Being responsive to student ideas and input in the class.
- 11. Giving them material worth listening to and at a level consistent with their capabilities.
- 12. Not permitting students not to listen. 17

In teaching learning process of listening, Learners often difficulties in listening, we shall be looking at some problems from point of view of the

<sup>&</sup>lt;sup>17</sup> Kenneth Chastain, *Developing Second Language Skills*, (Rand McNally College Publishing Company/Chicago, USA, 1976), Second Edition, p.286

learners. What aspects of listening to a foreign language are particularly difficult for learners to cope with, and what can we do as teacher about them. Learner difficulties in listening, as follows:

#### 1. Trouble with sounds

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

# 2. Have to understand every word

This is a very common problem, often unconsciously fostered by teacher and/or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effort to understand everything often results in ineffective comprehension, as well as feeling of fatigue and failure. We may need to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasional task that ask them to scan a relatively long text for one or two limited items of information.

# 3. Can't understand fast, natural native speaker

Learners will often ask you to slow down and speak clearly by which they mean pronounce each word the way it would sound in isolation; and the temptation is to do as they ask. But, if you do, you are not helping them to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal talk they can successfully understand as soon as possible; and it is worth taking the time to explain to them why.

## 4. Need to hear things more than once

The fact remains that that in real life learners often going to have to cope with 'one-off' listening; and we can certainly make a useful contribution to their learning if we can improve their ability to do so. For example, try to use texts that include 'redundant' passages and within which the essential information is presented more than once and not too intensively; and give learners the opportunity to request clarification or repetition during the listening.

## 5. Find it difficult to keep up

The learner feels overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage to relax, stop trying to understand everything, learn to pick out what is essential and allow themselves to ignore the test.

#### 6. Get tired

This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short "chunks' through pause, listener response or change speaker.<sup>18</sup>

Based on the statements above, in this part, it deals with the technique, materials and media for teaching listening as facilitate and setting the condition for learning. Technique in teaching listening is methods that the teacher can use in pre - listening, while - listening and post-listening. Furthermore, the materials and media for teaching listening will be describes as a tool in teaching learning process of listening.

# 1. Techniques in Teaching Listening

There are several techniques in teaching listening. According to Nunan, the one which encourages learners to utilize both bottom – up and top – down listening strategies is "dictogloss". Here, the teacher read a passage at normal speed to learners who listen and write down as many words as they can identify. They then collaborate in small groups to reconstruct the text in the basis of the fragments that they have written down. While the technique

<sup>&</sup>lt;sup>18</sup> Penny, Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996), p. 111-112

bears a passing resemblance to the traditional dictation test, the resemblance is only superficial.

There are four stages in the "dictogloss" techniques, they are:

- 1) **Preparation**. At this stage, teachers prepare the students for the next they will be hearing by asking questions and discussing a stimulus picture, by discussing vocabulary, by ensuring that the students know what they are supposed to do, and by ensuring that the students are in the appropriate groups.
- 2) **Dictation**. Learners hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second they take down notes, being encouraged to listen for content words will assist them in reconstructing the text.
- 3) **Reconstruction.** At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage, it is important that the teacher does not provide any language input.
- 4) **Analysis and correction**. There are various ways of dealing with this stage. The small group version be reproduced on the board or overhead

projector, the texts can be photocopied and distributed, or the students can compare their versions with the original sentence by sentence.<sup>19</sup>

Another technique of teaching listening, they are:

- 1) **Pre listening.** At the first stage, the activities will help the learners prepare what they will hear. It should help the learners by focusing their attention on the topic; activating any knowledge they have about the topic and making it clear to the learners what they supposed to do. For example: discussing the topic or type of conversation with the learners, helping the learners to develop their vocabulary related to the topic, getting the learners to predict what they will hear, giving the learners information about the context, for example: who is talking or where they are. Etc
- 2) While listening. At the second stage, the activities are usually a type of task, for example, filling in a chart, answering the questions, following a route in a map, making notes, etc. In this stage, the teacher should prepare for the question or task. Then the learners finding the answer or doing the task. For example: answering questions-comprehension (multiple choice, true or false), completing something (a form, grid, chart, pictures, etc) using information that the learners hear, following directions on a map,

<sup>19</sup> David Nunan, *Language Teaching Methodology: a textbook for teachers*. (Prentice Hall International (UK) Ltd), p. 28

matching what is being said with a set of pictures, doing something in response to what learners hear.

3) **Post - listening**. At the third stage, the activities which are a chance to check learners' understanding of what they have been listening to, give feedback, and consolidate what they have been learnt. The first thing you need to do as the teacher after the learners have carried out the listening activity is to check the answer. The learners can compare their answer with each other first then you can check the answer with the whole class.<sup>20</sup>

# 2. Materials in Teaching Listening

The choosing of material is one of the important considerations in teaching English especially in teaching listening. Teachers must have appropriate materials because they will help students to make their listening lessons more enjoyable and easier to follow.

According to Ur, characteristic of good listening materials:

- a) *Interesting to the student*, the material should be interesting to the students, since it can be active and stimulate the students learning, while uninteresting materials will make the work boring.
- b) Familiarity to the student, students like to listen to the topic of news that familiar to them. The reason is that when the students listen to familiar

<sup>20</sup> Cora Lindsay with Paul Knight, *Learning and Teaching English*, op.cit., p.49-54

topic, they already have some background of knowledge in their minds, so it will help them to expect and predict which might be deliberate next. According to Ur: that hearing familiar material certainly has values as a sort as easy transition between listening for perception and listening for comprehension, or between listening as supplement to reading and listening as free communication. When listening to material he knows by heart on the other hand, he does at least have to rely on his ear, yet once he has perceived the sounds, understanding is much easier than grasping totally new material, and the listener is more relaxed.

c) Suitability to the student, mean that the listening material should be suitable to the students. The appropriate and suitable materials will help the students make their listening easier.<sup>21</sup>

According to Cora Lindsay with Paul Knight, there are two types of listening material: authentic and invented. For examples, a taped dialogue of two actors in a studio reading out a script is less authentic. A video of two people in a real situation, for example, at home or in a shop, and talking without a script is more authentic.<sup>22</sup>

# 3. Media in Teaching Listening

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<sup>&</sup>lt;sup>21</sup> Penny, Ur, *Teaching Listening Comprehension*, (Cambridge: Cambridge University Press, 1984), p. 52-53

<sup>&</sup>lt;sup>22</sup> Cora Lindsay with Paul Knight, *Learning and Teaching English*, op.cit., p.49

Media is a tool and plays an important role in teaching learning process of listening. Media is needed to reach the objectives of teaching listening. As a teacher, we should familiar with the use of various media or teaching aids in giving the material to the students because by using media, the teaching learning process can be interested and joyful learning.

The characteristic of media is the basis for media selection based on the learning situation. Kemp in Sadiman, states "The question of what media attributes are necessary for a given learning situation becomes the basis for media selection". Therefore, in teaching listening, a teacher should have an appropriate media also selective media according to the students' conditions so it will make their listening process runs well.

Ur suggests two types of listening media. They are:

- a) Media Visual: visual have an important function as aids to learning (listening), simply because they attract students' attention also help and encourage them to focus on the subject in hand. For examples: pictures, sketches on the blackboard or overhead projector, film, diagrams, TV, etc.
- b) Media Audio: audio should used for definite specific purposes: to make available types of discourse, accent or listening situations that are difficult to present live, to make students' concentrate on aural perception of the

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<sup>&</sup>lt;sup>23</sup> Arief S. Sadiman, et al., Media Pendidikan, op.cit., p.28

foreign sounds, intonation or stress patterns, or for testing. For example: radio, tape recorder, VCD, etc<sup>24</sup>

## D. Language Laboratory

# 1. Overview of Language Laboratory

Technological aids in language teaching are a major for today. Among these aids, language laboratory occupies the most prominent place. According to Lado, language laboratory is a special room to practice foreign languages for students with necessary equipment set. The great variety in equipment and facilities in language laboratory is a single playing machine with earphones, semiprivate booths with a tape recorder for each student, a sound proof recording studio, and merely listening room. Two conflicting attitudes towards the role of language laboratory are prevalent; one regards the lab as the center of language teaching, with the teacher assisting the lab operation and adjusting to it; the other regards the lab as the teaching aid, with the class as the center.<sup>25</sup>

Technically, language laboratory is an instructional technology tool consisting of a source unit that can disseminate audio materials to any number of students at individual seats or carrels. Language laboratory is categorized into three levels. In level 1, students passively listen (usually through headset)

<sup>25</sup> Robert Lado, *Language Teaching*, op.cit., p. 173-174

<sup>&</sup>lt;sup>24</sup> Penny Ur, *Teaching Listening Comprehension*, op.cit., p. 24-31

to audio materials emanating from a single source unit. The students may repeat the materials they hear, but are not able to 'self monitor' through feedback from headset. In level II provide the self- monitoring option through the addition of a microphone to each headset. In both level I and II, students are restricted to working at the same rate on any given assignment because the only audio source is the teacher. In level III break this restriction by providing the students with a tape recorder, video, monitor, or computer at each carrel. Thus, at the teacher discretion, the student has access to the full range of controls including playback, record, and review. Level I and II are limited to programmed instruction because of their single distribution source.<sup>26</sup>

# 2. Teaching Listening in the Language Laboratory

Language laboratory plays an important role in teaching listening. A classroom can become a lab after class hours, or the lab can be use as a classroom by the teacher, but the distinctive characteristics is the separate room where the students may practice the language.

In teaching learning process of listening in the language laboratory, as a teacher, she/he should have a good preparation before teaching based on the material, the media and the techniques, she/he should be combine it to stimulate student interest. Lab materials which attempt to teach complete

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<sup>&</sup>lt;sup>26</sup> Stone, Lee Ann, *Task-Based Activities: Making the Language Laboratory Interactive*, (ERIC Digest. Internet Source, 1991) Page. 2-3.

lesson are expensive to produce, become dated quickly, and will not succeed ultimately without direction by a teacher, who cannot be relegated to the role of baby sitter. For these reasons, the materials for the language lab should be partial materials rather than complete lessons. They should be, for example, exercise for the difficult problems that will require extra work or a variety of voices on longer passages that would take too much time in class.

For the students, any recorded materials that the students can listen to in the laboratory and use for some learning experience are lab materials. They can listen and speak to show improvement in the classroom later, they also can listen and speak with self-correction from the reinforcing response that follows his own attempt on the tape; they listen and write either in dictation or in a response of some kind, such as identification of a number of word.<sup>27</sup>

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<sup>&</sup>lt;sup>27</sup> Ibid., p. 175-176