

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of Listening Ability, Difficulty of Listening Skill, Listening Materials, and Watching movie in Listening class.

2.1 Listening Ability

In Indonesia, English as a foreign language has been learned at school, from elementary school until senior high school. It has four skills that have to be mastered by students. These skills are reading, listening, writing, and speaking. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material).

From the verse above, it can be concluded that hearing carefully (listening) is a process to start mind. Equally, by listening we can learn and understand many lessons.

2.1.1 Definition of Listening Ability

As defined by oxford (1993: 206), listening is a complex problem solving ability and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Bulletin in Saricoban (1999), listening is one of the 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 create a significance. Russel and 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 Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it

will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

2.1.2 Difficulties in Listening Skill

Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult.

Ur (1996: 111), says that there are some students difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Also, because the speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard (Rixon, 1986: 37).

Moreover, Underwood (1989: 17) mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. As mentioned in Brown (2006: 1), another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening English movies. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

As mentioned in background, the students of SMA Pawyatan Daha are very difficult understand English through listening. The students could not understand the meaning of the material after playing the tape for the three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they

have to battle the psychological suggestion that they could not understand spoken English.

2.1.3 Principles of Teaching Listening Ability

When teaching listening skill, the teachers have to know the principles.

There are some principles of teaching listening ability, they are:

- a. Listening should receive primary attention in the early stage of ESL instruction.
- b. Maximize the use of material that is relevant to students' real life.
- c. Maximize the use of authentic language.
- d. Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre.
- e. Always ask students to listen with a purpose and allow them to show their comprehension in a task.
- f. Language material intended to be used for training listening comprehension should never be presented visually first.

Furthermore, the teachers have to take attention the principles in teaching listening skill. As mentioned above, one of the principles in teaching listening is the teachers always ask students to listen with the purpose of listening. So, we can help students listen more effectively if we spend some time teaching them about purposes for listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

2.1.4 Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which

suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006: 4). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. As mentioned by Paulston in Hasyuni (2006: 4), listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of movies also can motivate the students to attend lesson and pay attention in class, because movies can be used for a wide variety of learning and teaching activities.

2.1.5 A Good Listener

The students can be said that they are good in listening if they are active in learning listening process. The characteristics of active listeners as below:

- a. Make eye contact/follow the listening
- b. Summarize the listening material has heard
- c. Make connection what are hearing to what already know
- d. Ask and answer the question during the learning listening process.

In other hand, Saricoban (1999) says that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- a. predicting what people are going to talk about
- b. guessing at unknown words or phrases without panic
- c. using one's own knowledge of the subject to help one understand
- d. identifying relevant points; rejecting irrelevant information
- e. retaining relevant points (note-taking, summarizing)
- f. recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc
- g. understanding different intonation patterns and uses of stress
- h. understanding inferred information.

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

2.1.6 Types of Listening Activities

We always have a purpose for listening. We may listen to radio in the morning to know the up to date reports. We may listen to a movie for pleasure. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

There are some types of activities that can be applied in learning listening.

Ur (1996: 113) provides four of listening activities as follow:

a. No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, movies, and entertainment.

b. Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.

c. Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.

d. Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are 'combined skills activities. It includes problem-solving and interpretation.

Beside of that, there are the other activities to improve listening skill that provided by Polyu ELC (<http://elc.polyu.edu.hk>):

a. Listen to English pop movies, includes write a summary, sing along with the melody, do a cloze exercise, and dictate lyrics.

b. Listen to TV news reports, includes predications keep a diary, and record the news.

c. Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles, and read the novel of the film.

d. Listen to TV programs or videos, includes follow instructions without looking at the screen, cover the subtitles, and watch the first language version in advance.

e. Listen to radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.

From the types of listening above, it is regarded that movies activity can be used in learning listening process, and it will be hoped can motivate students in improving their listening skill.

2.2 Watching Movies in Listening Class

Listening skill like other language skills needs students to practice a lot not only at the classroom but also outside the classroom. To make the students practice listening outside the classroom, the teacher may ask them to do listening activities, such as listening to the English movie, news, lectures, speeches and watching movies. The listening activity discussed in this paper is asking students to watch the English movies outside the classroom. The idea to ask students to watch the movie is inspired by Norris (1993) thought. He states that teachers need to design activities to facilitate the practice of the listening skills, based on students' knowledge about the characteristics of the informal oral English language, in order to help students succeed in their learning. Thus watching movies could become an interesting activity of learning a foreign language especially listening skill since students like watching movies.

The activities of watching movies are followed by making report that will be presented in the classroom. 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 of their pronunciation. Movies allow students to access to more information in listening. That is, the learners can listen and see what is happening at the same time (Potosi: undated). According to Gallacher in Potosi —A good idea is to choose scenes that are very visual. The more visual the video is, the easier it is to understand – as long as the pictures illustrate what is being said. Selected English TV series, movies, advertising, could increase student's motivations as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context. Miller (2003) says that non-verbal behavior or paralinguistic features of the spoken text are now available for the learners, so the learner can develop their listening skills in a richer context. It is because of the movies contain a lot of setting, dialogues, meaningful expressions, wide range of vocabularies, phrases, and also sentences. In addition movies also have correct pronunciation, since it is stated or dubbed by native speakers. The previous ideas are in line with Porcel (2010) ideas. She states that the students can benefit a lot from watching films in English.

They can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had. Related to asking students to

watch and make the movie report in Listening class, it needs students to understand the movie. To be able to understand the movie, the students need to watch the movie several times. It is needed because the students have to report the movie they watched written and spoken. Even though the students are asked to write only seventy five words for their reports but their understanding of the movies are needed. It is because they also have to fill the work sheet provided that needs their understanding of the movie.

According to Flowerdew (2005) general viewing of videos can be exploited. Learners can be encouraged to employ their extensive listening skills by having group in or out the class after watching a particular movie. In addition, generic worksheets may be developed to help those students who would like more focused attention when watching movies.

2.2.1 How to Select Movie and What to consider

In asking students to watch the movies, the teachers need to be aware of some potential problem concerning the contents of a movie. Garis in Flowerdew (2005) provides an overview of some of the problems in choosing appropriate movies. Such thing as sex and nudity, violence, profanity and slang, and controversial issues may all cause offense to some learners. In addition Stewart (2006) states that not just any film will do for teaching language. Indeed, it is often surprising what film will not do-meaning, film that students like, they may have nothing to say about. Many Hollywood films that appear every year designed to attract large numbers of young people with varying combinations of sex, violence and gross humor. These films do not work for this assignment.

According to Chan (2010), in general teachers should try to avoid films that contain some of the following elements as these make exploitation for language learning more difficult such as: high verbal density (lots of speech and very little action), naturalism in speech (very body talking at the same time will make it difficult to understand the dialogue), period language found in adaptations of period dramas and historical films, as it can create comprehension difficulties, because the words may be too formal, use of technical language (slang or jargon belonging to a particular group), dialect and regional accents, as they are notorious for mispronunciations of sounds. Moreover he suggests the teacher to select the film that have: (1) unambiguous action and a close connection between speech and action, (2) Clear conventional story lines, with simple story plot lines, (3) only one character speaking at a time, (4) elements that slow the diction (dialogue with a child or a non-native speaker). Based on the explanation above, the teacher has to tell the students not to watch the title of the movie contains the above problems. Therefore animated or cartoon movies can be the choices. The reason is animated and cartoon movies will have little or maybe no influence toward students.

2.2.2 Advantages of Watching Movies in Listening Class

Teachers are suggested to use film as resources in teaching the language for some reasons. Chan (2010) argues that visual literacy (the ability to interpret and create visual and audio media) is a fundamental form of literacy in the 21st century. The use of film in the classroom or as an outside school activities provide

an ideal vehicle for active learning as well as encouraging interaction and participation. The communicative potential of its use has been commended:

1. It facilitates comprehension activities that are perceived as real
2. It creates a curiosity gap that facilitates the exchange of opinions and ideas about the film.
3. It helps to explore non-verbal elements
4. It improves oral and aural skills.
5. It provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech.

2.3 Previous Studies

There are some studies related with the use of short movie in learning listening. First, a research done by Aryuliva Adnan (2014) entitled “Improving Students’ Listening Ability through Movie Report”. This study shows the advantages of watching short movies in teaching listening.

Another study is a research done by Kusumaningrum, Maria Asumpta Deny (2016) that use of movies in the teaching of listening skill . The result is bringing in movies in the classroom motivates the students to attend lessons and pay attention in class.

From those previous studies, this research is different in two cases. First, the study does not make the correlation of using movies with listening achievement. Second, the study does not using movies only to motivate the students to attend lessons and pay attention in class. Furthermore, the study of this research is using movies to improve students’ listening skill.