

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents the review of the related literature which includes the concept of discourse. There are definition of listening, listening comprehension, video in language teaching, YouTube, advantages and disadvantages.

#### **A. LISTENING**

##### **1. Definitions of listening**

Richard and Renandya (2002: 235) state that for many years, listening skills do not receive priority in language teaching. Until recently, applied linguists ignore the nature of listening in the second language because listening is classified as receptive or passive skills that could be acquired through exposure. However, this position has been replaced by an active interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs. In the early 80's, Krashen (1982), Asher (1988) in Richard and Renandya (2002: 238) bring attention to the role of listening as a tool for understanding and emphasize it as a key factor in facilitating language

learning. Thus, listening emerges as an important element in the process of second language acquisition. Bloomfield (1942) in Nunan (2001:7) declares that “one learns to understand and speak a language primarily by hearing and imitating native speakers”. It means that before students have learned to read well, by listening, the students can have the most direct connection to meaning in the new language.

Rost (2002:279) in Hegelson and Brown (2007:3) states that “listening is a mental process of constructing meaning from spoken input.” Similarly, Vandergrift (1999:168) in McDonough and Shaw (2003:117) also defines listening as follows: Listening comprehension is anything but a passive activity. It is a complex, active process in which the listeners must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all this involves Richard and Schmidt (2002: 313) states that the study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situation and context, background knowledge and topics.

## 1. Processes of listening

There are three different kinds of processing which are commonly engaged in the listening process. Those processing can be explained as follows:

### 1) Bottom-up Processing

The bottom-up processing emphasizes on the decoding of the smallest units – phonemes and syllables – to lead the listeners towards meaning (Wilson, 2008:15). In line with that, Harmer (2001:201) states that in the bottom up processing, the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. It is clear that in this process, the listeners recognize the words and perceive the speech uttered by the speaker. The listeners analyze the small parts of the language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

### 2) Top-down Processing

The top-down processing is the opposite of the bottom-up processing. The top-down processing emphasizes on the use of background knowledge of the listeners to predict content (Wilson, 2008: 15). In line with it, Richards (2008:4) states that in top-down

processing, the listeners understand the meaning of a message by utilizing their background knowledge. It involves the listeners to understand from the whole to the parts.

### 3) Interactive Model

The interactive model is the combination of the bottom-up and top-down processing (Wilson, 2008: 15)

## 2. Types of Classroom Listening

Performance Brown (2001:255) divides types of classroom listening performance into six types:

### 1) Reactive

The learners simply listen to the surface structure of an utterance for the single purpose of repeating the text. The role of the listener is very limited because the listener is not generating meaning.

### 2) Intensive

The focus is on components (phonemes, words, intonation, discourse markers, etc.) of discourse. They include bottom-up techniques which are the focus on sounds, words, intonation, grammatical structures, and other components of spoken language.

Example of the performances: - Students listen for the individual drills. - Teachers repeat a word or sentence until the students get the meaning. - The students are asked to listen to a sentence and to

notice a specified element, such as intonation, stress, or a grammatical structure.

3) Responsive

Responsive listening refers to a significant proportion of classroom listening activity consisting of short stretches of language in order to make an equally short response, e.g. asking questions, giving commands, checking comprehension, and seeking clarification.

4) Selective

The purpose is not to look for global or general meanings but to be able to find the important information in a field of potentially distracting information. Examples of such discourse include speeches, media broadcasts, stories and anecdotes, and conversations. The teacher can ask the students to listen for people's names, dates, certain facts or events, location, situation, and main ideas.

5) Extensive

This performance aims to develop a top-down, global understanding of spoken language. Top-down techniques are more concerned with the activation of schemata, meaning derivation, global understanding, and the interpretation of a text, for example, note-taking.

#### 6) Interactive

This performance can include all five of the types above as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

### 3. **Teaching Media**

According to Spratt, Pulverness and Williams (2005: 119) teaching aids are the resources and equipment that are available in the classroom and can be used in the teaching and learning process. They include cassette recorders, CD players, computers, LCD projectors, visual aids, reality and the teacher himself/herself.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teachers should select and think carefully about the appropriate media based on the student characteristics and the materials.

## **B. VIDEO**

### **1. Definitions of Video**

Meyer (2002) in Muniandy and Veloo (2011:173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Moreover, McKinnon (2011) in Muniandy and Veloo (2011:175) acknowledges that

video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practices and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Moreover, the videos can facilitate students engagement in and improve the teaching and learning process.

Richard and Renandya (2002: 364) state that “a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language” It means that videos are media that consist of visual and audio effects. The students can hear and see at the same time. The videos provide the realistic listening practices and stimulate the language use. In addition the videos can attract students’ interest to learn a new language. However, the teachers should choose the appropriate sequences. It is better to play a short segment between 3 to 5 minutes rather than to play a long sequence. After choosing the videos, the teachers should design or select viewing tasks, and follow up with suitable post viewing activities.

Related to this, in Tajuck (2013: 1) says that videos in the language learning mean the use of popular films on video to provide content and the use of broadcast materials such as television advertisements. The videos are designed for classroom instruction and to teach specific features of the

authentic language. Herron, Hanley and Cole (1995) in Canning-Wilson (2000) based on their research, they claimed that English speaking students taught by using videos in teaching French significantly improved their comprehension scores. Canning and Wilson (2000: 2) suggest that based on their large-survey scale, students like learning language through the use of videos. One of the results of their survey shows that students prefer entertainment films to documentaries in the classroom.

Therefore, to improve the students listening skills, teachers should choose interesting videos that appropriate for the students and the materials.

## **2. Types of Videos**

According to Harmer (2001:284), there are three basic types of videos which can readily be used in class:

### 1) Off-air programs

Programs recorded from a television channel. This video can be used for a range of activities including prediction, cross culture awareness, and teaching language. However, some off-air video is extremely difficult for the students to understand.

### 2) Real-world videos

Films, comedy, and wildlife documentaries are word video. The teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.



### 3) Language learning videos

Video is company course books. The advantage of the videos is that they have been designed with students at a particular level in mind. However, the situations and the language are inauthentic.

## **C. Listening Comprehension Skill**

Listening comprehension skill can be defined as the ability to recall and understand information might be presented orally. This information might be presented through a book, filmstrip, and video, or felt board set. Listening comprehension is an act of information processing in which the listener is involved in bidirectional communication, or unidirectional communication, and/or auto directional communication. Listening is the first skill that is learnt since we were born. Listening is an active purposeful processing of making sense what we hear, listening is different from hearing. Listening and speaking are oral skill while reading and writing are written skill. On one hand listening skill and reading are receptive skill because focuses on receiving information from the outside source. Listening plays an important role in language acquisition. The achievement of listening skill will help students to develop the other language skill. Rost states that progress in listening will provide a basic for development of other language skill. Listening as

comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals of listening, and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. As the foundation for other skills, listening is being the important skill to teach.

Omaggio (1986) classified that there are two kinds of listening situations in which we find in ourselves:

1. Interactive.
2. Non- interactive.

Interactive listening situations include face- to- face conversations and Telephone calls, in which we alternately listening and speaking, and in which we Have to chance to ask for clarification, repetition, or slower speech from our conversation partner.

Some non- interactive listening situations are listening to the radio, TV, films, lecture, or sermons. In such situations, we usually do not have the opportunity to ask for clarification, slower speech or repetition.

Listening is also important for obtaining comprehensible input that is necessary for language development.

The things are involved in listening comprehension:

1. Speech perception

They are sound discrimination; recognize stress patterns, intonation, pauses.

2. Word recognition

They are recognize the sound pattern as a word, locate the word in the lexicon, and retrieve lexical, grammatical and semantic information about the word

3. Sentence processing

They are parsing, e.g. detect sentence constituents, building a structure frame.

It means that the sentence is formed from subject, predicate, object, and adverb.

4. Construct the literal meaning of the sentence. Select the relevant meaning in case of ambiguous word

5. Hold the information (in short-term memory)

6. Recognize cohesive devices in discourse.

7. Infer the implied meaning and intention.

It means that the listener can get the conclusion or the intention of the sentences or conversation.

8. Predict what is to be said

#### **D. Teaching Listening For Junior High School**

Listening as one of the four language skills has always formed part of the syllabus in the teaching of English. The process of listening itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. And product of listening is a spoken or written response from the students that indicates correct or incorrect auditory processing.

It is important to have much practice in listening besides speaking, reading and writing. Every teacher of language knows that one's oral production ability other than monologues, speeches, reading aloud, and the like is only as good as one's listening comprehension ability