

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the nature of listening, the importance of listening, the principle of teaching listening, techniques of teaching listening, and storytelling as technique for teaching listening.

A. The Nature of Listening

Listening is an active and purposeful process of making sense of what we hear. Language skills are often categorized into receptive and productive skill. Listening is including in receptive skill. Because listening is receptive, we can listen to and understand things at a higher level than we can produce.¹²

Listening basically has different meaning from hearing.¹³ Listening is always an active process, while hearing can be thought as a passive condition. Listening is an active process in which the listener tries to identify the sound, decodes them, and understands the meaning of the words by means of context. In other word, listening involves an active participant on the part of listener. The listener cannot understand well what is said to him unless he first of all recognizes the sounds, words, phrase and the structure of the foreign language, and then selects identifies the main points of the message.

¹² David Nunan, *Practical English Language Teaching first edition* (New York: McGraw-Hill, 2003), 24.

¹³ Janet learner, *Learning Disabilities. 4th Ed* (London: Houten Mifflin Company, 1985),32

Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something. Listening ability is the ability or power to relate the sound to meaning. What a student listens to a passage means that he uses his listening ability to communicate with the passage by understanding the vocabulary, spelling, grammar and the meaning of the passage.¹⁴

Howatt and Dakin (as cited in Saricoban, 1999) define listening as the ability to identify and understand what someone is talking about.¹⁵ Listening is also “an activity of paying attention to and trying to get meaning from something we hear”. It means that listening is a complex process, which involves physically receiving message, selecting, recognizing information, interpreting, communicating, and remembering. Therefore, to listen successfully, students should understand what the speaker means in terms of understanding the words comprehensively rather than a mere understanding in isolation.¹⁶

Since listening is a process which includes an activity far more than hearing what the speaker says, listening is considered as an active process. In this way, listening processes four basic stages. Firstly, it is called hearing. In this stage the listener picks up sound waves and transmits them into the brain. The second stage is pointing out that the listener attaches to the meaning into a deep message. It means that the listener understands what the speaker says and relates it to their background knowledge. This step is called interpreting.

¹⁴ Michael Rost, *Teaching and Researching Listening* (London: Longman Group Ltd, 2002), 56

¹⁵ arifs@hnu.edu.tr access on April 05 2013

¹⁶ www.infoplease.com access on April 05 2013

The next stage is evaluating. In this stage, the listener decides what they think about the message or information, whether they like it or not. The last stage is called reacting. It refers to the listener's reaction of the message in the form of direct feedback. In a classroom, direct feedback is realized through questions and comments.¹⁷

B. The Importance of Listening

One of the important skills in studying English is listening because in developing listening skill, the teacher must help the students to be good listeners, including good pronunciation as close as native speakers. Nunan in *Practical English Language Teaching* assumes that listening is important in foreign language classroom. Listening provides the aural input that serve as the basis for language acquisition and enables the learners to interact in spoken communication.¹⁸ It means that the learner should listen successfully, thus they will be able to take a part in oral communication. Further more, most listening occurs in the form of conversation.

Part of the knowledge needed to comprehend oral discourse is their ability to separate meaningful units from the stream of speech. Although listening may be seen as a "receptive" skill, it is by no means a passive act. According to the Sociocognitive approach to learning, listening is an act of constructing meaning. Listeners draw on their store of background knowledge and their expectation of the message to be conveyed as they actively work at

¹⁷ Ibid.,

¹⁸ Nunan, *Practical English*, 35-39.

understanding conversation or oral presentation. The role of teachers is to set up situations in which students can develop their own purposes and goals for listening, acquire the English that is most useful in their daily lives, feel a sense of purpose, and engage in real communication.

Most students want to be able to understand what people saying to them in English, either face to face or not. As a teacher we can do some improvisation to make easier the students when they are listening. Listening is also good for the students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together and connected speech. Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.¹⁹

One of the main sources of listening for the students is the voice of their teacher. However, it is important, where possible, for students to be exposed to more than just that one voice, with all its idiosyncrasies. There is nothing wrong with an individual teachers' voice, of source, but there are significant regional variations in the way people speak English in a country like Britain. Students need to be exposed to different English, but teachers

¹⁹ Harmer, *How to Teach*, 133.

need exercise judgment about the number (and degree) of the varieties which they hear. A lot will depend on the students' level of competence, and on what varieties they have so far been exposed to.²⁰

According to Andrian Doff, these are some reasons about the importance of listening:²¹

1. We cannot develop speaking skills unless we also develop listening skill; to have a successful conversation, students must understand what is said to them. Later, the ability to understand spoken English may become very important to develop this ability, students need plenty of practice in listening to English at normal speed.
2. Listening to spoken English is an important way of acquiring the language-of 'pick up' structures and vocabulary. In a situation where learners are living in a country where English is the first language. They have plenty of 'exposure' to the language –they hear it all the time and can acquire it more easily than learners who do not hear English spoken around them. So we need to give these learners as much opportunity to listen, spoken English as possible.

C. The Principles of Teaching Listening

There are some listening principles that explain by Jeremy Harmer in *How to Teach English*, they are:²²

²⁰ Ibid.,

²¹ Andrian Doff, *A Training Course for Teachers* (New York: Cambridge University Press, 1998), 198.

²² Ibid, 135-136.

- a. Principle 1: Encourage students to listen as often and as much as possible.

When students get more listening practice, it will increase their listening ability, because they know more about pronunciation, and use it correctly by them selves.

- b. Principle 2: Help students prepare to listen.

The teacher should make the students ready to listen. The readiness of the students can indicate by their engaged with the topic and the task, and really want to listen.

- c. Principle 3: Once listening may not be enough.

Students always want to hear track one again when we play it once, they want to hear it again to pick up the things the missed the first time. In the case of the listening, students should be encouraged to ask for repetition and classification when they need it.

- d. Principle 4: Encourage students to response to content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on students.

- e. Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

- f. Principle 6: Good teacher exploit listening texts to the full.

After an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audio script for a new activity. The listening then become an important even in teaching sequence rather than just an exercise by itself.

D. Technique for Teaching Listening

ELT has many techniques for teaching English for students. Teachers can teach listening skill through many ways, such as by using games, dictation, storytelling, movies, Jig Saw,

1. Song

Song can also be used for learners that they do not need to understand every mood. Most students listen to music sung in English and are apparently unperturbed by words and phrases that they do not understand, still managing to enjoy and appreciate the song. Native speakers often have considerable difficulty transcribing song lyrics themselves. We can ask our students to tell us what their favorite English language song are and, if possible, to let us have access to copies of the song and the lyrics.²³

2. Dictation

Dictation with a difference. For many teachers, listening for specific information means dictation. Dictation as it is usually done presents some problems because it is almost completely bottom up students need to

²³ Sally Burgess and Katie Head, *How to Teach for Exams*, (England: Longman.2005), 95

catch everyday word. So dictation is often asking students to do something in foreign language that is unnatural and very difficult even in the first language.²⁴

3. Storytelling

Storytelling is one of the earliest forms of human communication. Story have traditionally been use to teach, to entertain, and to explain the unknown. Storytelling has a significant part to play in contemporary education from pre-school to lifelong learning. Storytelling performances, workshops, story-making and story collection work can be used to support teaching and learning in both formal and informal contexts. Storytelling has enormous potential to support family learning and community education projects and has beneficial applications across the National Curriculum at all key stages in many subject areas. It can also play a key part in out-of-school visits and combines well with a range of other art forms.²⁵ Teachers can use storytelling to teach listening in their classroom. By using storytelling the teachers can do it by their own selves, they do not native speakers at all.

4. Movies

Almost everything we have said about listening applies to video, we have to choose video material according to the level an interest of our students. If we make it too difficult or too easy, the students will not be motivated. If the content is irrelevant to the students' interests, it may fail to engage

²⁴ Nunan, *Practical English Language*,35-39.

²⁵ <http://www.crickcrackclub.com/CRICKRACK/EDUCSPLF.HTM>

them. Some teachers, however, think that video is less useful for teaching listening than audio precisely because, with visual sense engage as well as the audio senses, students pay less attention to what they are actually hearing.²⁶

5. Jigsaw Listening

Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the 'mystery', or understanding all the facts). However, it obviously depends on whether students have access to three different tape or CD players, or computer-delivered listening material.²⁷

Nunan cited in *Practical English Language Teaching*, there are some techniques that the teachers can do while teaching listening:²⁸

1. Dictation with a difference. For many teachers, listening for specific information means dictation. Dictation as it is usually done presents some problems because it is almost completely bottom up students need to catch everyday word. So dictation is often asking students to do something in foreign language that is unnatural and very difficult even in the first language.
2. Modifying materials to add "listening for specific information". While the listening for specific is the common type of listening in the textbooks, teachers sometimes want to add their own activities. This

²⁶ Jeremy Harmer, *How to Teach English*, (England: Longman), 144.

²⁷ Ibid.,

²⁸ Nunan, *Practical English Language*, 35-39.

could be provide an additional listening task-letting the students listen to the same recording for a different purposes.

3. Listening for gist, listening in a global way. Trying to understand the main ideas is an essential kind of listening. In the classroom we should give our learners a lot of experience with this activity.
4. Adding gist task. Even many text books concentrate on 'listening for specific information' exercises, sometimes transforming them into global listening task are as simple as asking, "what are they talking about? What words gave you hints?"
5. Listening between lines: inference tasks, as mentioned earlier, students often find inferring meaning challenging because it requires abstract processing.
6. Do-it-yourself inferring. Unfortunately, it is not possible to provide "recipes" for adding inference the way it is for gist and specific information listening. This is because inference depends as much on the text-what is being said- as it does on the task.

E. Storytelling as Technique for Teaching Listening

Stories have traditionally been used to teach, to entertain, and explain the unknown. The activities offered here can ne coordinated with several method of teaching. Some of the activities are more appropriate to beginners; others, to more advance levels. Most can be adapted to any age level provided

they are within the students' range cognitively.²⁹ Storytelling is the art of using language, vocalization and/ or physical movement and gesture to reveal the element and images of a story to a specific live audience.³⁰

Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.³¹

Modern storytelling has a broad purview. In addition to its traditional forms (fairytales, folktales, mythology, legends, fables etc.), it has extended itself to representing history, personal narrative, political commentary, and evolving cultural norms. Contemporary storytelling is also widely used to address educational objectives.

Stories are effective educational tools because listeners become interest and therefore remember. While the story listener is interest, they are able to imagine new perspectives, inviting a transformative and empathetic experience. This involves allowing the individual to actively engage in the story as well as observe, listen and participate with minimal guidance. Listening to a storyteller can create lasting personal connections, promote innovative problem solving and foster a shared understanding regarding future ambitions. The listener can activate knowledge and imagine new possibilities. Together a storyteller and listener can seek best practices and

²⁹ Richard-Amato, Patricia A, *Making It Happen*, (New York: The Alpine Press, Inc.1988). 129

³⁰ WS 200512006: Handout/ storytelling/fr 12-14 (Heike Backer)

³¹ <http://www.storyarts.org/classroom/index.html#more>. Access on 14 of December 2012.

invent new solutions, because stories often have multiple layers of meanings, listeners have to listen close to identify the underlying knowledge in the story. Storytelling is used as a tool to teach children the importance of respect through practice of listening, it is also used to teach children to have respect for all life, value inter-connectedness and always work to overcome adversity. To teach this they would use a kinesthetic learning style, they would involve the listener's through music, dream interpretation and dance.

Stories tend to be based on experiential learning, but learning from an experience is not automatic. Often a person needs to attempt to tell the story about that experience before realizing its value. In this case it is not only the listener that learns, but also the teller who becomes aware of their own unique experiences and backgrounds. This process of storytelling is empowering as the teller effectively conveys ideas and with practice is able to demonstrate the potential of human accomplishment. Story taps into existing knowledge and creates bridges both culturally and motivationally toward a solution.³²

Storytelling has some purposes, namely to train the listening and scrutinize and also to train the students' comprehension while they are following the listening activity. On the other hand, it is purposed to create learning situation that relax and enjoyable. Moreover when the teacher able and can success through adopt and modified the language that uses which

³²Ibid .,

appropriate by the degree of understanding of the students' language and the difficulties of the English language uses.³³

In this activity, teachers utilize intonation, gestures, demonstrations, and facial expressions when telling the story. While telling the story, teachers can freely add words change or repeat a sentence or phrase that she/he thought important. Modeling will be better to repeated, so that students more easily understand the story line. Repetition can be shaped any questions or continue the sentence unfinished. Should be noted that, in the event the teacher does not read the text, but convey the story that has been previously memorized.³⁴

Storytelling is one of teaching technique in listening. In this research, researcher choose story telling because children enjoy listening to stories, Stories are motivating and fun and can help develop attitudes, children can become personally involved in a story, listening to a stories allows the teacher to introduce or revise new vocabulary and sentence structure, children can become personally involved in a story, listening to story can help children become aware of rhythm, intonation and pronunciation of language.

Teachers should know the rules when they applied a method in their teaching process. Storytelling also has a rule that the teachers should concern, the first rule is choose the correct story, the second one is prepare a story,

³³Kasihani K. E Suyanto, *English for Young Learners*, (Jakarta: PT. bumiAksara, 2007), 131.

³⁴ *Ibid.*, 130.

Create excitement and curiosity is the third one, the fourth rule is knowing the audience and the last one is voice and body language.³⁵

These are so many teaching methods in language learning, especially in listening skill. The teachers should learn and know the suitable method to teach their students, or they will lose their students' interest. From the whole method in language learning, researcher choose storytelling as a method that will applied in MTs Roudlatus Shibyan Parerejo Gedangsewu Pare Kediri. Researcher chooses this method because storytelling has some benefits to teach young learners' students, those are: Storytelling is the oldest form of education, stories are the way we store information in the brain, stories go straight to the heart, there is a difference between telling and reading, listening to stories instill the love of language in children and motivates them to read, storytelling stimulates the imagination, stories teach lesson, storytelling develops listening skill, stories act as humanizing element, telling stories from around the world create an awareness and appreciation of different culture, storytelling by teachers motivates students to tell stories.³⁶

³⁵ <http://www.ncte.org/positions/statements/teachingStorytelling>

³⁶ <http://www.eldrbarry.net/roos/stis.htm>