

CHAPTER II

LITERATURE REVIEW

The second chapter discusses about the Definition of listening skill, Process of Listening skill, Teaching Listening skill, Definition of Narrative Text, Definition of Podcasts Media, Purpose of Podcasts Media in Teaching Listening, Assessment in Listening, Animated Video and, Previous Study.

A. Listening Skill

This section discusses about definition of listening skill and process of listening skill.

1. Definition of Listening Skill

Listening is one of four skills that has to be mastered in enhancing language mastery. It is determined to be a major component in language learning (Brown, 2007). Mastering listening skills is essential for effective communication in any language. By actively listening, learners can better understand pronunciation, intonation, and nuances of a language. In other words, listening becomes the most important skill in mastering a language. For language learners, listening is a key to learn in the classroom (Dawes, 2008). For language learners, listening is very important because it is a key instrument for learning in the classroom.

Listening is acknowledged in language instruction as an important skill required for effective communication. Learning a language in the classroom is mostly facilitated by listening exercises. Students learn language by listening,

which includes vocabulary, grammar, and pronunciation. Students who actively participate in listening exercises are able to understand linguistic structures and comprehend spoken language. Activities related to listening comprehension have been carefully developed based on students' skill levels and their educational objectives. Practicing in listening exercises helps students become more comfortable understanding and responding to spoken language. Collaborative listening assignments encourage students to participate with one another and learn cooperatively. Teachers provide educational feedback and direction to help students improve their listening abilities.

However, listening provides an important part in the classroom just as it does outside of it. Additional work is given from it in the classroom than any other ability. More than 40 percent of time which spent in communication activities in classroom is devoted to listening and it proves that listening activities take high frequency in the classroom (Russel, 2017). This is because of the reason that students learn everything in the classroom by listening. They include tasks including taking notes, summarising, and answering inquiries. The purpose of classroom listening exercises is to improve students auditory abilities. They motivate learners to actively participate and communicate. Therefore, in large scale, the amount and character of students' learning are determined by the efficiency of classroom listening (Fawcett, 1966). In a different way listening provides an important role to helping students learn. Students will learn more efficiently when they have good listening skills. On the other

hand, students who struggle with listening will find it challenging to study efficiently.

There are some profits which will be got and received by those who are good in listening. For the students, the effect of having a good listening flows beyond the simple ability to follow direction in learning in the classroom (Campbell, 2010). When students become proficient at listening, they will be able to perform any activity that requires the use of other skills in addition to listening. In this case, when students are able to listen to their teachers clearly, they will respond to what they have heard by speaking up and responding to a question from the teacher or following instructions to read or write. As a result, before learning any other talent, students must first master the ability to listen.

However learning is more difficult than one could imagine. It's an advanced skill that requires a few steps. Listening is a skill that is not effective if it is learned by accident. For the purpose to give students listening input and educate them how to listen well, it must be included in the instruction or direct teaching. Because listening is a complex skill, people do not automatically know how to listen for information, instruction, and critical comprehension.

2. Process of Listening

It indicates that the hearer can construct the meaning of the input when the speaker creates sound as an input. The six stages of listening, according to Tyagi (2013), include hearing, paying attention, understanding, remembering, evaluating, and responding.

a. Hearing

It is required to hear in order to listen, but it is not required to listen in order to perceive sounds. It is known as the physiological reaction triggered by sounds interacting the ear's sensory receptors (perception required for listening is dependent to focus).

b. Paying Attention

It suggests a decision that our brain values highly. There are just a few stimuli are permitted by the brain to come into focus during screening.

c. Understanding

We need to consider the importance of the stimulus we have been exposed to before we can understand the symbols we have seen and heard.

d. Remembering

Recalling is a critical step in the listening process because it demonstrates that an individual remembered the information in their memory in addition to having heard and comprehended it. When we listen, our memory is selective, so what we recall may differ greatly from what we first saw or heard.

e. Evaluating

The only listeners involved at this stage are those who are paying attention. The listener makes sure not to begin this task too soon because carrying out hence before a message is completed, we must stop hearing and paying attention to the incoming messages.

f. Responding

This stage becomes the only overt way for the sender to determine the level of success in communicating the message because there is no other way for the speaker to know if it has been heard. The receiver must finish the process by responding by speaking or indirectly.

B. Teaching Listening

According to Rahayuningsih et al (2021), a successful teaching and learning process depends on a number of elements, such as the presence of complete teaching facilities, engaging media, and a positive school climate. To help students understand how to learn English, teachers must use the most effective teaching methods and resources to achieve their goals. Multimedia resources and interactive sporting activities are only two examples of effective modern listening instruction techniques. If the media is interesting, students will be less stressed and more motivated to learn when completing tasks in the study approach. Before using the media, the instructor needs to get a lot of things ready, such teaching materials.

Listening is not a new subject in language development history. Firstly, one communicated to others orally, then he learned to communicate in written form. Unfortunately, listening which has an important role in communication has recently received so little attention (Brown, 2007). Even though listening is essential for learning, it is not often taught in many schools. It implies that students will not communicate and learn successfully if they have no instruction on how to listen and are unable to listen to the teacher or

other people. Because of this, the teacher has to teach and practise listening to the students in order to awaken and refresh their listening skills while they are in the prone position.

Additionally, the teacher should base their listening lessons on the goals that the students need to achieve. Teachers can prevent what they do not want for their students by educating students to listen with purpose. In listening activities, for example, the teacher should provide clear instructions so that students don't have to consider what is outside of the lesson plan. Students could experience even more if the teacher fails to provide instruction since they may be concerned with developing their critical thinking skills and fail to pay attention to what the speaker or audio speaker has to say.

However, it proves that the students who got listening instruction will receive good improvement in listening ability, meanwhile those who do not get the instruction do not. The reason for this is that during listening instruction, students receive good listening skills education and are able to participate in a variety of listening activities that will improve their listening abilities.

C. Assessment in Listening

This section discusses about Tasks for Assessment Listening and Listening Assessment Task Limitations.

1. Tasks for Assessment Listening

The qualities of the designed listening assessment tasks should be determined by the test's aims, the test takers' characteristics, and the

construct that the test is supposed to evaluate (Bachman & Palmer, 2010). Buck (2001)

provided the following criteria for listening tasks, which may be applied to most listening test contexts: (a) Listening tests should include realistic spoken language, common grammatical knowledge, and long texts. (b) Some questions should assess linguistic knowledge rather than general cognitive abilities. (c) Test takers' background knowledge on the content to be comprehended should be considered.

In practice, listening tests require students to listen to input and then demonstrate understanding by answering questions about the information provided by the input. Comprehension questions often have multiple-choice, true/false, or matching response elements. For these item categories, test takers need to select the most relevant response from the possibilities supplied. These alternatives might be based on words, phrases, objects, images, or other realia. Selected answer items are popular because they can be scored fast and accurately. Whether or not to give people access to the questions and potential answers before the input is crucial when creating specific response item types. This is especially important because it has been demonstrated that giving them access to the questions prefers more experienced test takers, and some item types are impacted differently by the inclusion of item develops, answer options, or both (Koyama, Sun, & Ockey, 2016).

2. Listening Assessment Task Limitations

There are several difficulties in accurately assessing listening comprehension in second languages. There are currently no techniques that enable peering into the listener's brain to determine what has been understood, and the process of listening comprehension is not entirely understood. The listener must instead identify what they have understood. The validity of listening tests may be reduced by this indication medium in addition to other elements. In most listening tasks, test-takers must decide on a response from a predetermined list or demonstrate their comprehension of the data by speaking, reading, or writing. While some tasks, such phrase repetition, need spoken responses, the majority of multiple-choice, true/false, matching, short-answer, and long-answer items require test takers to read the questions and either select an answer or write one. When evaluating hearing, students may be required to employ other language skills, which could result in scores that are not indicative of their listening skills alone, like when viewing a movie.

Test-takers may also obtain results that are not indicative of their listening skills due to tactics and other skills that are not often classified as belonging to a listening comprehension construct. For example, some students may be able to remove incorrect answer choices or even choose the right response by employing test-taking techniques, including choosing the longest response to improve their odds of correctly answering a multiple-choice question. Depending on the tasks that test developers select, listening assessment scores can be harmed in a number of ways. To ensure that the

exam offers a reliable indicator of students' listening skills, authors and users of listening assessments should consider the test takers' abilities as well as the constraints of the assignments.

D. Recount Text

This section discusses about definition of recount text, Generic structure of recount text and language feature of recount text.

1. Definition of Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened (Yulianawati, 2018). Recount text is a type of text that serves to retell events or experiences that have occurred in the past, presented in order according to the chronology of events. In other words, it is a reconstruction of what has already happened, rearranging the details of past events so that they can be understood by the reader. Recount text is a sort of writing that provides information about early on activities. Recount is a kind genre that has social function to retell events for the purpose of informing or entertaining (Syaiful Azhar, 2013). As therefore, recount texts serve an important function in conveying historical experiences or events, whether to increase the reader's understanding or to entertain.

2. Generic Structure of Recount Text

According to Davies (2000:9) there are three stages in a recount text. Frequently the three steps will be repeated, increasing the suspense of the story. The steps for constructing a recount text are:

a. Orientation

In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It

presents the basic situation which allows the reader to understanding the next parts of story. The orientation gives all of the required background information to help the audience understand the content. Use the 5 x w formula (who, what, when, where, why) to ensure complete and detailed orientation.

b. Complication

The events in a recount story are arranged chronologically, which means they are told from beginning to conclusion. However, students are advised to not depend just to the time sequence. They are encouraged to try out different story strategies, such as utilizing flashbacks to introduce key past events or directing events by relevance rather than chronology.

c. Re Orientation

This final section concludes the recount by summarising outcomes and results, evaluating the topic's importance or offering personal comment or opinion. This allows the author to give a concluding statement and leave a lasting impact on the reader.

3. Language Feature of Recount Text.

The language features of recount text are: (a) using nouns and pronouns to identify people, animals, or things involved; (b) using action verbs to refer to events; (c) using past tense to locate events that happened; (d) using conjunctions and time connectives to sequence the events; (e) using adverb and adverbial phrases to indicate place and time; (f) using adjectives to describe nouns (Hyland, 2003). According to Keir (2009:5) the language features of recount text are as follow:

- a. Use word such as “I” or “we”
- b. Use of passive voice
- c. Use of abstract word.
- d. Use conjunctions, time connectives and adverbial phrases to connect events and build topic information.
- e. Descriptive language.
- f. Use past tense.

E. Podcast Media

This section discusses about Definition about podcast media and Purpose of podcast media in teaching listening skill

1. The Definition of Podcasts Media

The word “podcast” is taken from two words: iPod and broadcast (Aguilar, 2007). According to Chan and Dopel (2010) Podcast is a media stream that combines between audio and/or video and PDF files on the net which is usually uploaded at regular intervals. The development of hi-tech has given way to a new method of teaching listening skills. One of them is a term that recently acquired a lot of popularity: "podcast," which combines the terms "iPod" and "broadcast." First used in 2004, the term "podcast" refers to the online publication of audio. On a personal computer or any kind of portable MP3 device, audio recordings can be downloaded and played.

The podcast could be one of the alternatives and innovative tools that may improve the students understanding and their accomplishment in listening. According to Hawke (2010) Study reported significance

improvement on science students' scientific English listening skills through podcasts. Since the term "podcast" is still relatively new in the teaching language, there are a number of meanings available from various sources. A podcast is a term used to describe audio content published online, typically in the form of MP3 files, that may be downloaded and played on a personal computer or various types of portable MP3 players.

Regarding to the nature of podcast content delivered to students, there are four types of courses. They are: 1) traditional course content such as archives of lectures delivered face-to-face, 2) additional course content which enhances learning by providing material that is relevant to the course, 3) supplemental course content not crucial to passing examinations, and 4) podcasts containing content from students for the lecturer or other students (Hew, 2009).

One more benefit of podcasts is that your students can download them and use them as homework. All you need to do is assign the worksheet or comprehension questions, along with the download link. Select an interesting podcast, and your students are looking forward to this project.

2. The Purpose of Podcasts Media in Teaching Listening

Podcasts are a flexible and easily available educational tool that provide a wide variety of audio/video content suited to various learning goals, interests, and skill levels. They give students a complete listening experience that replicates real-world communication situations, allowing them to respond immediately and interactively with real language input.

Additionally, podcasts provide learners with flexibility and convenience by allowing them to access listening materials on a variety of digital devices, including computers, tablets, and smartphones, at any time and from any location. Because of its accessibility, learning obstacles are removed and self-directed study is made easier, allowing students to practise listening at their own convenience and relaxation. Furthermore, podcasts give students the chance to interact with a variety of native speakers and accents, increasing their exposure to real spoken language and encouraging linguistic diversity.

Podcasts offer an opportunity for students to improve their listening abilities in a secure and beneficial setting. Podcasts allow listeners to go at their own speed, rewind and replay sections as needed, and take interruptions to consider difficult ideas. With this independent approach, students can progressively advance from basic to more advanced listening exercises, developing competence and confidence in their listening skills over time.

Additionally, podcasts provide a wide range of listening resources that accommodate various interests, learning methods, and language skill levels. A wide range of subjects, styles, and formats are available to learners, such as news, conversations, storytelling, interviews, and instructional materials. Because they can freely explore themes that match with their unique interests and preferences, the range of content offered to students ensures that they stay motivated and interested.

3. Types of Podcasts

Podcasts are currently quite popular and provide a wide range of options. Different sorts of podcasts differentiate one from another. Panday (2009) identified three sorts of podcasts: public, personal, and professional (business or instructional). Podcasts are classified into three types: basic, enhanced, and audiovisual podcast.

a) Public Podcast

Public podcasts are user-friendly and understandable. Create a public podcast to share knowledge with the rest of the world. You may also subscribe to many public podcasts.

b) Personal Podcast

Personal podcasts are more diversified than public ones. Create a private podcast to share memorable occasions with loved ones, like parties, birthdays, anniversaries, and weddings. Make it available for others to enjoy. Personal podcasts are often audio-based, but movies can also be created by capturing and sharing memorable experiences.

c) Profesional Podcast

Professional podcasts include business and instructional content. If you work at an educational institution, you may utilize podcasts to educate students. Podcasts can be created at several levels, including classrooms, instructors, departments, and institutions. To create a class podcast, ask students to record and share their information, such as events or experiences, in class.

Podcasts can provide additional material not taught in class, like hints, assignment aid, project guidance, motivating quotations, and comments.

In academics, podcasts have opened a pathway to spreading knowledge around the world among laureates and budding learners. according to Jalali & El Bialy (2019), there are two types of podcasts used in education:

1) Audio podcast

Audio podcasts are podcasts that contain audio files (MP3).

These podcasts are easy to download at any internet speed as they have the smallest file size and are the easiest way to spread the message to listeners. For novice teachers, audio podcasting is the greatest way to get started because it is quick and easy to learn.

2) Video podcast

Video podcasts are podcast in the form of video.

Although podcast videos can be uploaded because of their format, the large file size can be a problem for uploading and downloading.

F. Animated Video

An animated video is a form of moving visual media created by combining a series of static images or frames, which are played sequentially and quickly so as to create the illusion of movement. To generate an aesthetic vibe, it's best to keep visuals consistent rather than changing their

interpretation. Videos guide viewers on a trip using a step-by-step procedure. By doing this, viewers become more involved with the video.

G. Previous Study

Four previous studies examined the impact of using English podcasts on Spotify on students, showing that podcasts were effective in improving listening skills and motivation to learn english.

Rahayu et al. (2021) this study seeks to improve the listening skills of grade 8 students through the use of podcasts as an English learning medium. With a qualitative descriptive research method, 25 students were sampled. The Android-based Anchor application was chosen as the media to access podcasts in this learning. The results showed that most students agreed that podcasts were able to help them understand English materials, especially in listening skills. The use of podcasts is considered effective because it presents audio content that can be repeated as needed, helping students capture vocabulary and sentence structure better.

Fatika et al. (2021) this research was conducted in the context of learning in the “new normal” era, where online learning is becoming more dominant. Using qualitative methods, this study took 15 high school students as samples. Through observations and interviews, it was found that the use of podcasts during online learning can help students overcome difficulties in listening skills. Students feel that podcasts provide variety in learning which makes them more focused and easier to understand the material. Podcasts are considered as a solution that supports independent learning and provides

flexibility for students in practicing English listening.

Salsabila et al. (2021) using mixed method research, this study analyzed the use of Spotify media, specifically the Georgona podcast, for the topic of “asking and giving directions” in English. The results showed that this podcast

a positive impact on students' listening skills, where students became more accustomed to hearing instructions and directions in English. For students, podcasts help improve their ability to understand spoken conversations and instructions, while for teachers, podcasts provide an effective alternative teaching media that can be adapted to learning materials.

Gumilang (2020) this study examines the effect of using radio podcasts from BBC News on first semester students with qualitative methods. During the learning process with podcast media in the listening class, this study found a change in students' attitudes to be more positive towards English listening activities. BBC News which has news content in English helps students to be more interested and motivated to learn listening, especially because the topics are actual and packaged in an easy-to-understand format. Thus, podcasts from the BBC provide a challenging yet relevant learning experience and help students become more confident in understanding spoken English.

In addition, previous studies that used podcasts as learning media to improve students' listening skills concluded that podcasts were beneficial for students in improving students' listening skills in English language learning. This study evaluates the use of English video podcasts to improve the listening skills of grade tenth students at SMAN 1 Purwoasri. Podcasts are recognized

as an effective medium in listening learning because they allow students to hear English in a natural context with a variety of accents, vocabulary, and speech styles. The results of this study show that the use of video podcasts is an effective tool in developing students' listening skills, providing flexibility in learning, and increasing their motivation. This research recommends podcasts as a relevant alternative learning medium, as well as an opportunity for teachers to utilize this method as an interactive and modern approach to support students' English skills development.