

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the nature of listening, the importance of listening, the principle of teaching listening, techniques of listening, and audio visual media as techniques 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.<sup>9</sup>

Listening basically has different meaning from hearing. 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 understand well what is said to him unless he first of all recognize the sounds, words, phrase and the structure of the foreign language, and then selects identifies the main points of the message.

Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody of something. Listening ability is the ability or power to relate the sound to meaning. What a student's listen to a passage means that he uses his listening ability to communicate with the

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<sup>9</sup> David Nunan, *Practical English Language Teaching first edition* (New York : McGraw-Hill, 2003), 24

passage by understanding the vocabulary spelling, grammar and the meaning of the passage.<sup>10</sup>

Howatt and Dakin (as cited in Saricoban, 1999) define listening as the ability and understand what someone is talking about. 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 term of understanding the words comprehensively rather than a mere understanding in isolation.

Since listening is a process which includes an activity far more than hearing what the speaker says, listening considered as an active process. In this way, listening process 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.

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

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<sup>10</sup> Michael Rost, *teaching and researching listening* (London: Longman Group Ltd, 2002),56

form of direct feedback. In a classroom, direct feedback is realized through questions and comments.<sup>11</sup>

### **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. Listening is important in foreign language acquisition and enables the learners to interact in spoken communication.<sup>12</sup> It means that the learner should listen successfully, thus they will be able to take a part in oral communication. Furthermore, 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 understanding conversation or oral presentation. The role of teachers is to set up situation in which students can develop their own purpose 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 or not. As a teacher we can do some

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<sup>11</sup> Ibid.,

<sup>12</sup> David, Nunan, *Practical English Language Teaching: First edition International Edition*, (New York: Mc. Graw Hill, 2003)35

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, in 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.<sup>13</sup>

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 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.<sup>14</sup>

According to Andrian Doff, these are some reasons about the importance of listening:<sup>15</sup>

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<sup>13</sup> Harmer, *How To Teach English New Edition*, England: (Ocelot Publishing, 2007) .133.

<sup>14</sup> Ibid.

<sup>15</sup> Andrian Doff, *A Training Course for Teachers* (New York : University Press, 1998), 198



1. We cannot develop speaking skill 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 when 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 possible.

### C. The Principles of Teaching Listening

There are some listening principles that explain by Jeremy Harmer in *How to Teach English*, they are:<sup>16</sup>

**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 themselves.

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

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<sup>16</sup> Ibid, 135-136

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 they missed the first time. In the case of the listening, students should be encouraged to ask for repetition and clarification when they need it.

**d. principle 4 :** encourage students to respond 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 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 exploits listening texts to the full.

After an initial listening, the teacher can play a track again for various kinds of the study before using the subject matter, situation or audio script for a new activity. The listening then becomes 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. The teachers can teach listening skill through many ways, such as by using games, dictation, storytelling, movie/audio visual media, and 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 song 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 lyric 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.<sup>17</sup>

### **2. Dictation**

Dictation with a difference. For many teachers, listening for specific information mean 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.<sup>18</sup>

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<sup>17</sup> Sally Burgess and Katie Head, *How to Teach For Exams, (England : longman.2005),95*

<sup>18</sup> Nunan, *Practical Language.*,35-39.

### 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 performance, 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 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. 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. Movie (audio visual media)

Almost everything we have said about listening applies to video, we have to choose video material according to 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 them. Some teachers, however, think that video is less useful for teaching listening than audio precisely because, with visual sense engage as well as audio senses, students pay less attention to what they are actually hearing.<sup>19</sup>

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<sup>19</sup> Jeremy Harmer, *How to teach English*, (England: Longman), 144.



## 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.<sup>20</sup>

Nunan cited in *Practical English Language Teaching*, there are some techniques that the teachers can do while teaching listening:<sup>21</sup>

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 material to add "listening for specific information"*. While the listening for specific in the common type of listening in the textbooks, teachers sometimes want to add their own activities. This could be provide an additional listening task-letting the students listen to the same recording for difference purposes.
3. *Listening for gist, listening in a global way*. Trying to understand the main idea is an essential kind of listening. In the classroom we should give our learners a lot experience with this activity.

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<sup>20</sup> Ibid.,

<sup>21</sup> Nunan, *Practical English Language*., 35-39.

4. *Adding gist task*. Even many text 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 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. Audio Visual Media as Technique for Teaching Listening**

Audio Visual media is one of media that can be use as the tool in learning and teaching process. There are many definitions of video media. According to the oxford dictionary, video is "the recording, reproducing, or broadcasting of moving visual images". We can understand that video is the picture that is moved and taken from the record, video also has sound. We can hear and watch the information toward this media.<sup>22</sup>

According to Suyatno, audiovisual media (video) is heard and view media as well as can be viewed and can also be heard. In spite of those theories, we can

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<sup>22</sup>Wikipedia org/wiki/listening.

take conclusion that video is the media that produce visual and sound that can be watch and listen.

At the other opinion, audiovisual (video) media is "the media that bring out the message or information through the sound and visual from examine video, cassette, film, etc". In spite of those statements, we can conclude that video is the media that use picture and sound to inform the message or information.<sup>23</sup>

Arsyad says that teaching media are means that are used to convey teaching messages.<sup>24</sup> Another definition of teaching media is conveyed by national education association, which says that media are forms of communication either printed or audiovisual and the tools.

Media are needed in teaching and learning process because of several factors. Sudjana and Rifai Says that they have benefits in it.<sup>25</sup> They are:

1. The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him/her. From the explanation above, it is expected that by using media in teaching and learning process. Student will be motivated in learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.
2. The material will be clearer so that the students can catch the material easily. If the student can catch the material easily automatically they

<sup>23</sup>[https://www.academia.edu/5660699/Media\\_dan\\_Strategi\\_Pembelajaran](https://www.academia.edu/5660699/Media_dan_Strategi_Pembelajaran)

<sup>24</sup>Azhararsyad, *media pembelajaran* (Jakarta: PT.Grafindopersada , 2006),4.

<sup>25</sup>Ibid 24.

can understand it easily too. As a simple sample is a white board. The teacher writes the material which is conveyed to the board in a form of diagram and writes the explanation of the diagram so that students can catch it easily.

3. There will be a variation in the teaching and learning process. It makes student enjoy the teaching process. Student will feel bored if the teacher only uses the explanation when presenting the material during the teaching and learning process. Student will not feel bored if the teacher uses media in teaching and learning process. They feel that there is a variation in it.
4. Student can do more activities in the teaching and learning process, for example, the teacher give a topic to be discussed and the students do the discussion.

According to Derek Row, Educational media have function:

First, motivate students to the study. Second, Review what student have learnt. Third, give a stimulus to study. Fourth, activate students' responses. And the fifth, Give a feedback soon.<sup>26</sup>

From the reference above, it conclude that teaching media are needed in teaching learning process. It is because students are motivated to study. Students can catch the material from the teacher clearly. The teaching learning process will be more varieties so that students enjoy it. Students will be more active in giving responses to the material given by the teacher.

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<sup>26</sup> Ahmad Rohani, *media intruksional edukatif* (Jakarta :RinekaCipta, 1997),7-8.



Beside of the literature that explained above, the writers conduct this thesis from the research before. It is written by Tarfiyatul Mar'ah titled "The effectiveness of Teaching speaking by Using Audio Visual Media in MAN Paron". In this thesis shows the effectiveness of teaching speaking by using audiovisual media. The writer wants to try to implement the audio visual media in teaching listening in MTsN Model Pare.

In this thesis the researcher explained detail about the video media in teaching listening. And the conclusion of those thesis is video media is able to be implemented and can improve the students listening skill. It can show the students' activeness, cooperativeness, and the students' achievement from the first until the end of the cycle. They are also following;

- a. The use of video media in teaching listening is suitable. It is because the students attract with the use of video media in their learning process.
- b. The students' listening comprehension can be improved by using video media. In this case, the writer knows that the result of the students' achievement.

This thesis has some weaknesses. The first is about its structure. There are many fragment sentences, so it makes the reader not easy to understanding the contents of the thesis. The next is about the explanation. The researcher explanation in this thesis is few complicated. It makes the reader be confused when they understanding the thesis' contents.

In contrast from the weaknesses, this research also has strengths. This thesis consist full of research contents, it makes the reader which is being learn

about how the construct the thesis can be learn optimally by this thesis. It can be the reference for the new thesis constructor. Almost of all arguments in this thesis is based on the theory, not just at random. So it makes the reader attracts to continue to read the thesis.