# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter explains some theories about the variables in this research which are going to apply in conducting the research. It describes listening, teaching listening, the role of media, English podcast and learning style. Furthermore, this chapter provides the previous studies related to the variables.

## A. Listening

Listening is a fundament of language ability to understand and identify what the narrators say[15]. The listening activity consists of what the narrator's speaking in his accent, grammar, vocabulary, and idea. It is not an easy effort due to its usage which is needed and used in daily life communication among humans. Moreover, listening in a foreign language is a harder thing to do and also necessary to learn.

Listening is not a one-way street. It is more than just the act of receiving audio sound. The psychomotor process of receiving sound waves through the ear and sending nerve impulses to the brain is one part of listening comprehension. But it is just the beginning of what's clearly an interactive process, because the brain reacts to impulses by triggering a variety of cognitive and affective functions.[16]

Listening ability is the ability in receiving messages, constructing meaning, responding the utterances of the speakers in various ways depending on the purpose of communication[17]. It needs to be attentive in order to get the messages of the talk. Listening ability is an important ability in understanding, paying attention, analyzing, and evaluating the messages for someone or something in

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[15]Assaf, A. H. 2015. *The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin* (Doctoral dissertation).

[16] Brown, Dou*glas. 2015. Teaching by priciples: An interactive approach to language pedagogy. Fourth edition*. Longman p. 249

[17] Solihat, D., & Utami, L. P. 2014. Improving Students' Listening Skill by Using English Songs. *English review: Journal of English Education.* (Online), Vol. 3, No. 1, p.81

order the communication with the others easily and running well. It develops before a child speaks.

### B. Teaching Listening

According to Brown, teaching is demonstrating or assisting someone in learning how to do something, offering directions, directing someone in learning something, transferring knowledge, and causing someone to know or grasp something[18]. In recent years, listening has been examined from a different perspective, since it has been assessed in relation to not only comprehension but also language learning. Teaching listening requires at the teacher's role than the learner's. one of the basic principles of teaching listening is "Language material that is intended to be used to practice listening comprehension should not be presented visually first." A good listening lesson includes exercises that take place before and after the main listening objective. That is, teaching listening need to go beyond understanding, then action.

There are some teaching principles for teaching listening skills that the teacher should be aware of[19]. 1) the students should be familiar with the listening process because it is one of the basic skills. 2) the material of listening should relate to students' real life. So, the students can realize that the material is important for their life. 3) the listening audio should be in authentic language due to students feel difficult to understand if the teacher uses unfamiliar words. 4) gender, age, dialect, accent, topic, speed, noise, loudness, and genre should all be altered in the listening narration. That principle's goal is to stimulate students' interest in the subject presented at each meeting. 5) the teacher should always instruct the students to listen for specific goals and demonstrate their understanding of the work. It can help them improve their listening skills. 6) the language material meant for teaching listening should never be presented visually. The audio must be known to the students.

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[18] Brown, H.D.. Principle of Language Learning and Teaching. San Francisco: San Francisco University. 2000. P. 7

[19] *Ibid.*

Furthermore, teachers must adhere to the principles of listening instruction. One of the elements in teaching listening, as previously noted, is that the teacher always asks the students to listen to the purposes of listening. The As a result, if he or she understands the reasons of listening, he or she may more successfully teach it to students. One way to accomplish this is to utilize a small dialogue to demonstrate how they might listen differently based on their objectives.

The typical method of thinking about the nature of listening is to think of it as comprehension. Listening comprehension are sometimes used interchangeably in methodological manuals. The main function of hearing in second language learning is to facilitate understanding of spoken speech, according to this viewpoint[20].

According to Richard, in order to comprehend the nature of the listening process, we must analyze some of the qualities of spoken speech as well as the unique challenges they bring to listeners. The qualities of spoken discourse differ significantly from those of written discourse, and these distinctions can add a number of layers to our understanding of how humans process speech. For example, oral communication is almost always instantaneous. The listener is required to digest it -online, and there is frequently no opportunity to listen to it again.

## C.  Problems in Teaching Listening

There are several aspects that become problems in teaching listening. The problems may come from students, teachers, or the strategies. Students frequently have difficulty listening because they forget what they hear quickly, do not recognize the words, understand the message but not the intended message, ignore the next part while thinking about meaning, are unable to form a mental representation from the words heard, lose concentration, and miss the

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[20] Richard, Jack.C. *Teaching listening: From theory to practice.* Cambridge: Cambridge University Press. 2008:3.

beginning.[21]. While teachers may face the problem due to insufficient time, resources, and material[22].

Talking about listening certainly cannot be separated from speaking. Some elements must be considered by learners since they are influenced by speech processing. In other word, speaking can make listening process difficult. Brown stated there are characteristics in of spoken language that may make listening process difficult[23]:

1. Clustering. Due to a lack of memory and a proclivity for chunking or clustering, the listener divides the speech into smaller groups of words.

2. Redundancy. Spoken language is not like written language which perhaps contains more time and extra information. Therefore, it may train the learners due to not every sentence or phrase will contain new information.

3. Reduced forms. Speakers in spoken language may have reduced forms instead of redundancy. Phonological, morphological, syntactic, and pragmatic reductions are all possible. Learners may have challenges as a result of these cutbacks.

4. Performance variables. The speakers/narrators may have their own ways to convey utterances. These various ways may affect to learners' listening comprehension.

5. Colloquial language. When dealing with colloquial language, such as idioms, slang, abbreviated forms, and shared cultural knowledge, learners/listeners who are used to dealing with written text/textbooks may be surprised.

6. Rate of delivery. The learners/listeners may think that the speakers/narrators are speaking too fast. Learners will eventually need to be able to understand language provided at varied rates of speed and, at times, with few pauses.

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[21] Yilmaz, H. et al., "The problems young learners encounter during listening skills. *Procedia: Sosial and behavioral science.*" 2015, doi: 10.1016/j.sbspro.2015.07.570. p. 2047.

[22] Slamet Utomo, et al. The challenge and difficulties in teaching listening: An exploratory research in a Junior High School in Kudus. *Language Circle: Journal of Language nd Literature.* 14 (1) 2019. P. 35.

[23] Brown, Douglas. *Teaching by priciples: An interactive approach to language pedagogy.* Second ed. Longman p. 252

7. Stress, rhythm, and intonation. Comprehension relies heavily on a language's prosodic qualities. English, for example, is a stress-timed language. Learners may struggle with English communication because mouthfuls of words flow out between stress points.

8. Interaction. Listening comprehension relies heavily on interaction. All of the norms of interaction apply to conversation: negotiation, clarification, attention signals, turn-taking, and topic nomination.

## D. English Podcast

The term podcast is derived from the concepts pod (as in Apple's iPod) and broadcast[24]. Podcasts are digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds[25]. Using podcast software/website such as iTunes and Google Podcast, listeners can play or download their favorite podcasts using RSS feeds. Listeners no longer need to visit each website frequently in search of fresh podcast episodes; the iTunes store now has a large selection of podcasts. Television podcasts, radio podcasts, school podcasts, and individual or group podcasts are among the many forms of podcasts available on the Internet. Individual or group podcasts are real podcasts designed for multiple purposes such as those created by the website https://podcasts.google.com/ or in YouTube channel.

Podcasts are an innovative form of online learning that can be used for a variety of purposes, such as expanding the range and register of English language listening practice material available to students in a variety of ways, increasing connectivity between different elements of the course, expanding the scope for discussion activity, and so on. The internet has provided language teachers with a multitude of resources for teaching listening skills. Podcasts have the extra benefit of being able to be downloaded and listened to for homework by students.

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[24] Oxford Advanced Learner's Dictionary (7th ed.). (2007). Podcast. New York: Oxford University Press.
[25] Lafferty, M., & Walch, R. *Tricks of the podcasting masters*. New York: Que. 2006.

In her journal, Constantine tackles the topic of podcasts on numerous levels, including the benefits of podcasts, how to choose the most useful ones, and how to get the most out of them. The following are some of the benefits of podcasts: first, learners can gain from global listening even if they only listen for three to five minutes per day; second, students will be exposed to the new language; and third, the intermediate students need real texts and exposure to a wide range of voices. Podcasts aren't merely for listening to. Worksheets are frequently accompanied by a transcript[26].

Podcasts can also support a wide range of student learning strategies. While some students benefit from taking notes during lectures and reviewing them during their own study time, others benefit from active listening rather than taking notes. It improves their skills compared to students who do not listen to podcasts[27].

One creative use of podcasts, according to Constantine's journal, is for a student to listen to podcasts while reading along with the transcript[28]. The student will next produce a cassette tape recording of the subject and give it in to the teacher along with a written journal. The teacher then listens to each of the 18 students' recordings and provides relevant feedback. This type of practice assists students in improving their reading fluency, improving their pronunciation, learning new vocabulary words, and honing their listening skills.

**E. Animated Video**

Animation is a widely used technique in the movie industry. It's a technique for photographing sequential sketches, models, or even puppets to give the idea of movement in a succession. According to Wright, animation is a technique that

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[26] Constantine, P. "Podcasts: another source for listening input". *The Internet TESL Journal*. 13 (1). http://iteslj.org/Techniques/Constantine-PodcastListening.html. (2007)

[27] Boulos, M.N.K., Maramba, I. & Wheeler, S. 2006. A new Generation of Web Based Tools for Virtual Collaborative Clinical Practice and Education. Published on: Wikis, blogs and podcasts. BMC Medical Education. (http://www.biomedcentral.com/1472-6920/6/41)

[28] Constantine. *Ibid. p.*

may fundamentally rebuild reality by digital transformation in form of moving drawings, clay, or puppets[29].

According to Wells, the word animation derives from the Latin verb animate, which meaning "to give life to," and it usually relates to the artificial work of the illusion of movement in unreal-life patterns in animated movie[30]. Furthermore, Animation is a type of interactive multimedia that consists of audiovisual images with colorful characters that are displayed in two or three-dimensional models. It also requires a computer and a projector to display the entire tale of the animation.

The ability to offer materials in both visual and audio modes is the most appealing aspect of the teaching and learning process. Teachers can construct a relevant framework for practice and create interesting and enjoyable activities by interactively integrating texts, digital images, sounds, and simple animations.

Teachers can employ animation or pictures in their own unique ways as teaching and learning medium. The researcher employed animated videos as a medium for teaching writing in junior high school in this study. Children and teenagers are drawn to animation videos because they include attractive moving graphics with a basic but inspiring message.

The researcher employed animated videos as teaching media to teach the writing skill in an English class, specifically recount texts. The animation videos were downloaded from the internet (YouTube) and were only a few minutes long. From two to five minutes, they were around two. The students must carefully study and pay attention to the movies in order to gather a variety of hints and details.

## F. Learning Style

Learning style or modality is any of the sensory channels through in which a human receives and retains information[31]. In technical terms, a student's learning style refers to individual natural, habitual and preferred in receiving, processing,

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[29] Wright, J.A. *Animation Writing and Development: From Script Development to Pitch.* New York: Focal Press2005.

[30] Wells, P. *Understanding Animation.* New York: Routledge. 2000.

[31] Barbe, Walter Burke, Swassing, Raymond H., Milone, Michael N. *Teaching through modality strengths: concepts and practices.* Ohio: Zaner-Bloser, Inc. (1979). P.1

grasping, and retaining knowledge and skill[32]. Learning styles are the popular and desired approach of thinking, processing, and understanding information in all tasks. Characteristics, strengths, and choices regarding how human beings acquire and method records are called as learning style[33]. As Barbe *et al* explained that there are three modalities that have the greatest usage of students, those are visual, auditory, and kinesthetic[34]. Therefore, learning style has contribution in gaining knowledge for students. A teaching method could have different result in different students' learning styles.

Learning style is generally categorized in three major categories, visual learning style, auditory learning style, and kinesthetic learning style.

1. Visual learning style

Visual learning relates to vision that can be seen. The visual learners prefer learning through visual channels, such as photographs, diagrams, demonstrations, displays, handouts, videos, flip-charts, and so on[35]. These students will utilize phrases such as "show me," "let's take a look at that," and will be best prepared to complete a new assignment after reading the instructions or watching someone else do it first. These are the people who will follow written directions and lists.

There are some characteristics of visual learner Individuals that learn best by seeing things appreciate this method of instruction. They prefer to see information and instructions rather than hear them, and they are more likely to forget material they have only heard. They prefer to perceive visuals and images when remembering things and may use mind maps if they have the ability to visualize. They have a proclivity for writing, drawing, and fantasizing, and they like to take notes and read for themselves.

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[32]Reid, J. M. Learning styles in the ESL/EFL classroom. Florence, KY: Heinle & Heinle Publishers. 1995, quoted in Yana Shanti Manipuspika. Learning Learning Styles of Indonesian EFL Students: Culture and Learning, *Arab World English Journal,* 11 (1),2020, 93.

[33] Chetty, N. D. S., Handayani, L., Sahabudin, N. A., Ali, Z., Hamzah, N., Rahman, N. S. A., & Kasim, S. (2019). Learning styles and teaching styles determine students' academic performances. *International Journal of Evaluation and Research in Education*, *8*(4), 610–615. https://doi.org/10.11591/ijere.v8i3. 20345

[34] Barbe & Swassing. Op.cit. P.5

[35] *Ibid,* Yana Shanti Manipuspika. 2020. P. 93

They prefer to see a concept as a whole rather than as a collection of bits. They gain from seeing the learning session's goals and objectives, as well as comprehending the session's purpose. They learn through role play and observing others execute or exhibit a skill, relying largely on their senses and preferring working in groups where they may study nonverbal signs from coworkers. Additionally, they have a strong grasp on sign language.

2. Auditory learning style

The auditory learning style refers to absorb information through audio. They prefer to gain information via listening to spoken words, whether from oneself or others, such as lectures, discussions, group work, and conversation[36], as well as sounds and noises. These learners will utilize expressions like "tell me," "let's talk it over," and "let's talk it over," and will be best able to complete a new task after listening to expert guidance. These are the people who enjoy being told what to do over the phone and who can recall every word to every song they hear.

There are some characteristics of Auditory learners. They can also additionally try to understand what they read, but as they involve in a lecture, they will get better understanding. They feel easier to understand verbal instruction than in written. They need to grasp small bits and the relationships between these parts in order to form a wider picture and obtain a deeper understanding because they have a tendency to adopt a theoretical learning approach. An auditory learner is goal-oriented, has good memorization skills, and benefits from traditional teaching methods such as lectures and question-and-answer sessions.

Auditory learners have an aptitude for determining the genuine meaning of someone's words based on audio cues such as tone variations. An auditory learner will pronounce a phone number out loud and then remember how it sounded in order to recollect it. They tend to remember what has been said accurately, but subsequent reading or writing out facts may be ineffective. They like sharing what they've learned with the rest of the group and benefit from group discussions.

3. Kinesthetic Learning Style

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[36] *Ibid*

Physical experience - touching, feeling, holding, doing, practical hands-on experiences, large muscle movements, small muscle movements - is preferred to the kinesthetic learning style. People tend to say things like "let me try" and "how do you feel?" and will be best able to do a new task by trying it out and learning as they go. These are the people that enjoy doing things by hand and never read the directions first.

There are some characteristics of kinesthetic learners. Students with a largely kinesthetic learning style are regarded to be natural discovery learners, according to Fleming's learning style theory. They prefer to learn by doing rather than thinking first before taking action. They may not benefit from learning by reading or hearing because they prefer to explore things through experimentation. Furthermore, such pupils require little verbal or written guidance and are comfortable participating in hands-on activities. As a result, kinesthetic learners prefer building things and learning via hands-on activities, and they learn best in a laboratory, workshop, gymnasium, simulated or real-world setting where they can be active.

Chemistry experiments, sporting activities, painting, and acting are all areas where the kinesthetic learner excels. They may also listen to music while studying or learning. It's not uncommon for them to be focused on two things at once. The utilization of their own bodily motions strengthens kinesthetic learners' short- and long-term memory. They frequently recall information by mentally replaying events and seeing their own physical motions. They also have excellent hand-eye coordination and fast receptors.

Different from Barbe, Kolb's learning style is based on Experiential Learning. He explained that learning style describes the various ways people proceed through the learning cycle based on their preference for the four different learning modes. Two modes are in grasping experience, namely Concrete Experience (Feeling) and Abstract Conceptualization (Thinking); and the others are in

transforming experience, namely Reflective Observation (Watching) and Active Experimentation (Doing).[37] The scheme can be seen below:

Schceme 2.1 Kolb's Learning cycle
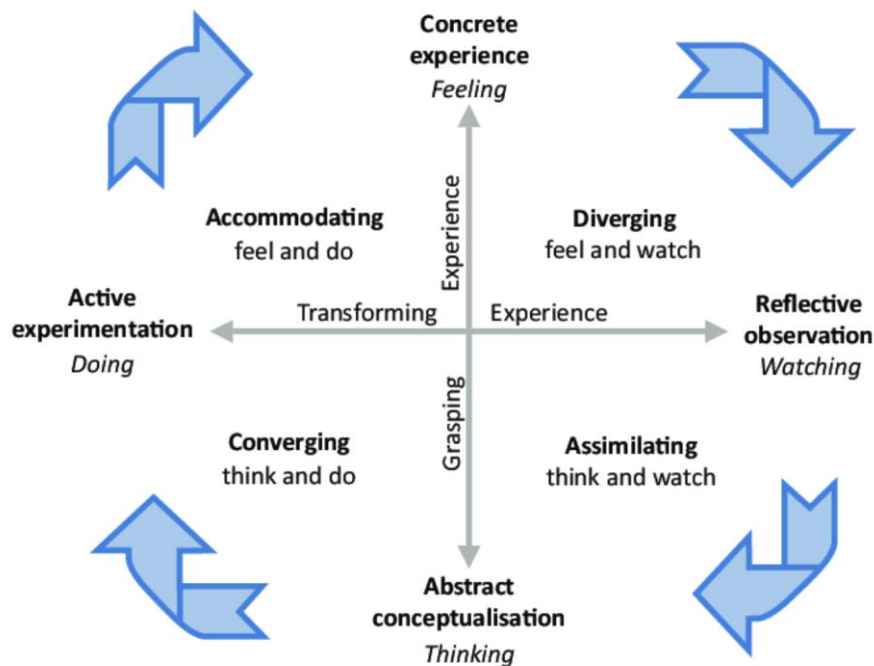


1. Concrete experience (Feeling)

People learn through feelings, emphasizing elements of concrete experience, and being more concerned with other people's relationships and their emotional sensitivity. They are typically more adaptable and open to change during the learning process. At this mode, they enjoy new things or experiences and want to experience them immediately. "Enjoying what is here and now" is the guiding philosophy they adhere to.

2. Reflective Observation (Watching)

People learn through making observations, emphasizing on making observations before making judgments, listening an issue from multiple angles, and always listening the essence of the items observed. They will utilize their feelings and thoughts to generate views during the learning process. People in this

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[37] Kolb. A. Y., Kolb, D. A. *The Kolb learning style inventory 4.0: Guide to theory, psychometrics, research & applications*. Retrieved from https://www.researchgate.net/publication/303446688. 2013. P. 8

mode view issues from numerous angles and gather as much information as they can from a variety of sources, which can often give the impression that they want to put off solving issues.

3. Abstract Conceptualization (Thinking)

People learn by thinking; therefore, they tend more concerned with deductively analyzing concepts, methodical planning, and intellectual comprehension of the issue at hand. They will rely on methodical planning during the learning process and construct theories and ideas to address the issues they encounter. At this mode, people adjust and incorporate their observations' findings into a theory. People will approach a problem vertically, clearly, methodically, and step-by-step. will make an effort to incorporate real or current facts into theoretical affinities.

4. Active Experimentation (Doing)

People learn by doing and tend to have a strong work ethic. They will appreciate their accomplishments. They often try out theories, ideas, and methods of action, enjoy to apply, and act with confidence when doing.

From these four modes, Kolb added that there is no individual whose learning style is absolutely dominated by just one of these modes. Usually what happens is a combination of the two modes and forms a learning preference.[38] Therefore, Kolb divided learning styles into 4 kinds:

1. Diverging (Feeling and watching)

Diverging learners are able to view situations from various angles. Instead of acting, they prefer to observe, collect information and come up with creative solutions to issues. They are good at examining concrete situations from a variety of angles.

Kolb called this style 'diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging learning style have broad cultural interests and like to gather information. They are frequently imaginative and emotional, and excellent in arts.

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[38] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* New Jersey: Prentice-Hall. P. 60.

Diverging learner favor receiving individualized feedback, working in teams, and listening with an open mind.

2.  Assimilating (watching and thinking)

The assimilating learners prefer for concise and logic. These people required clear explanation, not realistic opportunity. They are good in understanding wide-ranging information and organizing it in a clear logical format. Assimilating learners are focused and interested on ideas and abstract concepts than on practical people. They are more attracted to logically theories than approaches based on practical value. This learning style is more effective in information and science careers. In formal learning situations, people with this style prefer reading, lecturing, exploring analytical models, and having time to think things through.

3.  Converging (Doing and thinking)

Converging learners are good in finding practical uses for ideas and theories. They are interested in technical tasks and problems than social or interpersonal issues. They are attracted to experiment with new ideas, to simulate, and to work practically.

4.  Accommodating (Doing and feeling)

Accommodating learners prefer on intuition rather than logic. They tend to rely on other people analysis than they practice as their experience and carry out on their own analysis

**G. Previous studies**

There are several previous studies related to teaching listening by using Podcast. Permatasari investigates the improving Students' listening skills through podcast at SMP BOPKRI 1 Yogyakarta[39]. The data of this study was qualitative and quantitative. The qualitative data was collected by observing the teaching and learning process while the actions were being implemented and interviewing the students and the English teacher. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students' speaking ability through the pre-test and the post-test. She did the research with 2 cycles.

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[39] Permatasari, *improving students' listening skills through podcasts at smp bopkri 1, Yogyakarta grade viii, class a in the academic year of 2012 / 2013*, Yogyakarta: Undergraduate thesis. 2013.

The finding shows that students' listening scores improved from 70.22 in the pre-test to 76.59 in the post-test.

Saputra investigates the effectiveness of using podcast in teaching listening comprehension viewed from students' listening habit[40]. He he conducted the research at SMP Muhammadiyah 1 Jepara. The research method was quasi-experimental which used cluster random sampling. The instrument were multiple choice test and questionnaire. In his research, he found that this teaching media is more effective than movie.

Then, Abdulrahman et al investigates the impact of podcast on EFL students' listening comprehension[41]. The method of the research was Quasi-experimental with the post-test only control group design was applied in the research. She conducted the research in 60 high school students in Indonesia with distribution of 30 students in experimental class and 30 students in control class which sample was taken by cluster random sampling. Findings revealed that there is a significant difference of post-test score between two groups, favoring experimental group. Data analysis using one way ANOVA showed significance value (sig. 0.010) islower than $< 0.05$ which interpreted that Podcast has significant impact on students' listening comprehension.

Prasetyo investigates using podcast to improve students' listening comprehension on descriptive text[42]. The objectives of the study was to see if using a podcast significantly enhanced students' listening comprehension when reading descriptive text. The population of the study were eighth-grade students at SMP Negeri 10 Palembang during the 2013/2014 academic year. The sample consisted of 40 students that were randomly selected using a population single technique. This study applied pre-experimental research method, which was, one group pre-test post-test design. The data were collected by means of a listening

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[40] Juni Bayu Saputra. *The effectiveness of using podcast in teaching listening comprehension viewed from students' listening habit.* Solo: Undergraduate thesis. 2014

[41] Tryanti Abdulrahman et al, The impact of podcasts on EFL students' listening comprehension. *International Journal of language education.* Vol.2 (2). 2017

[42] Prasetyo, Mifta Danu, and Machdalena Vianty. Using podcast to improve students' listening comprehension on descriptive text. *Jele: The Journal of English Literacy Education.* 2014.

test. The mean difference between students' pre-test and post-test was 22.57, with a significant value of.000, according to the results of the paired sample t-test. This finding revealed that teaching students listening comprehension through podcasts has a significant impact on their comprehension.

Not much different from the previous studies, this research will investigate the effectiveness of English podcast in teaching listening. However, this research has difference on involving moderator variable which are students with different learning styles.