

CHAPTER II

THEORETICAL REVIEW

This chapter is a highlight of some theories related with the study describes some theories and opinions discussed in this study based on the review of related literature. The explanation will be stated as follow.

2.1 Teaching Listening

Many research report that listening is not a passive skill but an active process of deriving meaning from various spoken language resources. Listening can be considered as fundamental skill to introduce students to speaking, because listening is the first communication process in which students get the language input as the learning of a language begin (Solak, 2016; Richard, 2008). Rost (2011) offered two different perspective of viewing listening. They were listening to learn and the process of learning to listen. These two overlapping processes explained the different purposes of listening. Listening to listen a new language and listening to learn this new language were involved in the development of listening skill.

2.2 Defining Listening

Rost (2011) defined listening in terms of overlapping types of processing: neurological processing, linguistic processing, semantic processing, and pragmatic processing.

Neurological processing described neurological processing as involving consciousness, hearing, and attention. It described the underlying universal nature

of neurological processing and the way it is organised in all humans, for users of all languages. Neurological process attempted to elucidate nature of individual differences in neurological processing, to explain the individualised nature of the listening experience. (Rost, 2011)

Linguistic processing is the aspect of listening that requires input from a linguistic source – what most language users would consider the fundamental aspect of listening to language. This process begins with a section on perceiving speech, and proceeds to describe the way in which listeners identify units of spoken language, use prosodic features to group units of speech, parse speech into grammatical units and recognise words. (Rost, 2011)

Semantic processing is the aspect of listening that integrates memory and prior experience into understanding events. This process focuses on comprehension as constructing meaning and the memory processes that are involved. (Rost, 2011)

While closely related to semantic processing, pragmatic processing evolves from the notion of relevance – the idea that listeners take an active role in identifying relevant factors in verbal and non-verbal input and inject their own intentions into the process of constructing meaning. (Rost, 2011)

2.3 Listening in EFL learning

The new conception of viewing listening as an active process in communication can be traced from the sense of paradigm shift in language learning from the traditional approach to communicative approach. According to Rexhaj (2016), after the approach of language learning switched from behaviorist, eclectic

and grammar approach to the communicative one, the understanding of language and verbal and nonverbal communication has changed the criterion of language competence to production rather than reproduction.

Krashen (1981) pointed out that second language learning was similar to first language acquisition, thus listening was the first step on the way to language proficiency. Richard (2008) said that listening had been considered in relation not only to comprehension but also to language learning. Listening provided an opportunity for learners to receive in language input. This rose the issue of the role "noticing" and conscious awareness of language form, and how noticing can be part of the process by which learners could incorporate new words forms, and structures into their developing communicative competence. There are two ways of viewing listening as comprehension and listening as acquisition. Listening as comprehension is the view of listening based on the assumption that the main function of listening in EFL learning is to facilitate understanding of spoken discourse. Listening as acquisition is the view of listening that considers that listening can provide input which triggers the further development of EFL proficiency.

Maxwell & Meiser (2005) proposed some misconceptions about listening. People thought that comprehension occurs because of common thought that students acquire listening by nature as they experience listening practices. Disagreement and confusion are signals of the absence of listening. These aspects revealed the concept of active listening as part of two-way communication and passive listening as part of one-way communication. Rost (2011) defined listening

as a process of receiving what the speaker says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination, and empathy. To listen well, listeners should have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what was SALS in a variety of ways, depending on the purpose of the communication. Brown (2001) added that listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process.

The conception that listening is an active process to construct, represent, and negotiate meanings, is supported by the paradigm shift from traditional to constructivist approach. The issue of language competence as production was strengthened by the theory of constructivism. In recent years, Aljohali (2017) claimed constructivist approach had become a dominant paradigm in education and had had a major intellectual impact on the development of pedagogy, rooted in cognitive-developmental of Piaget and the socio-cultural theory of Vygotsky'.

Some researchers have done numerous studies to achieve the target of listening comprehension. They believe that many aspects influence the success of EFL learning. The language learning strategies are believed to be the factors that influence the development of learners' language skills. While the language learning strategies (LLSs) were believed to be influenced by individual differences as well as environmental and contextual factors. Therefore, the effective use of LLSs is

determined by various factors, including both learning and learner variables (Nguyen & Terry, 2017).

Buck in Richards (2008) and Goh (1998) identified two kinds of strategies in listening. The first was Cognitive Strategy. It related to comprehending and storing input in working memory or long term memory for later retrieval. Comprehension processes were associated with the process of linguistics and nonlinguistic input. Storing and memory processes were associated with the storing of linguistics. Using and retrieval processes were associated with assessing memory, to be ready for output. The next was Metacognitive Strategy. It referred to conscious or unconscious mental activities that performed an executive function in the management of cognitive strategy. This strategy involved assessing the situation, which was taking the surrounding of the language task by assessing one's knowledge. Next was monitoring the effectiveness of one's own and another performance. The last was self-evaluating performance after engaging in the activity and self-testing the performance to determine the effectiveness of one's language use.

Rost (2011: 2-4) purposed four listening orientation; receptive, constructive, collaborative, and transformative.

1. The first Orientation is receptive. It deals with receiving and catching what the speaker actually says. It focuses on getting idea, decoding the message, unpacking the content from the speaker. It involves the process of attending to, hearing, understanding and remembering aural symbols. Listening is

receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker.

2. The second is listening for constructing and representing meaning. Listening means reframing the speaker's message in a way that's relevant to the hearer, understanding why the speaker is talking and noticing what is not said. Listening is the process by which oral language is received, critically and purposefully attended to, recognized and interpreted in terms of past experiences and future expectancies.
3. The third orientation is collaborative. Listening is negotiating meaning with the speaker and responding. It is the process of negotiating shared information or values with the speaker. Listening is signaling to the speaker which ideas are clear and acceptable. It involves having the emotional climate. In conclusion, Listening is the acquisition, processing, and retention of information in the interpersonal context.
4. The last listening orientation is transformative. Listening is creating meaning through involvement, imagination and empathy. It is creating a connection between the speaker and the listener. Listening is the process of creating meaning in the speaker. Listening is the process of altering the cognitive environment of both the speaker and the listener.

2.4 Top-down and Bottom-up Listening Processes

Generally in listening comprehension, the listening strategy involves top-down and bottom-up processes which refer to how the listeners employ the

information. Bottom-up processes indicate the student's previously comprehend knowledge and information which refer to lexical awareness and knowledge of grammatical and syntactical aspects of the language, whereas top-down processes deals with the student's ability to utilise background knowledge that has been gathered and stored from previous experiences to interpret meaning. (Richard, 2008; Walker, 2014)

Clark & Clark (1977) in Richard (2008) summarized this view of listening in this following way:

“[Listeners] take in raw speech and hold a phonological representation of it in working memory. They immediately attempt to organize the phonological representation into constituents, identifying their content and function. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning”

Siegel (2018) offered some listening strategy which adopted the top-down (TD) and bottom up (BU) listening processes. The top-down listening processes could be done by following these activities.

1. Words related to the topic were brainstormed before the listening activity. Students predicted words they might hear. While listening, students checked the words they actually heard.
2. Students were given contextual information about a text they would listen (e.g., where it takes place, who the speakers are). On the basis of this information, they predicted the possible topics and the language that may occur. They then listen to confirm or reject their initial expectations.

3. Using the idea of genre, students are told what type of text they will listen to (e.g., hotel reservation phone call, lecture on campus safety). Then they write or practice their own short dialogue that related to the genre. This activity helps learners draw on their schematic knowledge and past experiences.
4. The teacher plays a short portion of an audio or video text. Learners then predict what will happen or be said next. As the teacher plays each short section, learners revise and update their predictions on the basis of input. This activity can be used to target either TD or BU strategies. For TD practice, the activity can focus on larger structural or content levels.

For Bottom -up processes activity, Siegel (2018) listed these following steps:

1. A word-counting activity. In this activity, the teacher can either read from a text or play it. The students' task is to count the words they hear. In doing so, learners practice their ability to parse the speech stream and to identify word beginnings and endings.
2. Before a listening session, the teacher prepares a list of keywords from the text as well as a list of close approximations of those words (e.g., coat/code; fix/fish; day/days). Students listen and circle or tick the word they heard in the text. By doing this they exercise their perceptual and phonetic processing, demonstrating that they have listened to entire words while also using parsing skills.

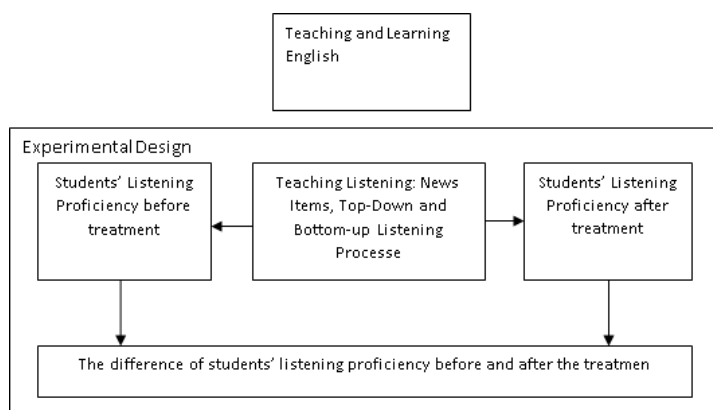
2.4 Previous research

There are many research which analyzing the use of top-down and bottom up listening strategy in listening comprehension. The result shows that those strategies offers different advantages. Teachers should assist the students in using the strategies. Therefore the listening activities should be used by considering the purpose. A combination of both strategies will enhance the listening comprehension at the level of contextual understanding and the vocabulary as well as the lexical knowledge. Top-down listening processes offer students the opportunity to use their previous knowledge to understand more about the text regarding the overall message in connection to the actual issues. While the bottom-up listening processes focus on the understanding the given text through words and their lexical connection in clauses to form detail information (Ardini, 2015; Mandarani, 2016: Khuziakmetov & porchesku, 2016).

Khuziakmetov & Porchesku (2016) tried to support the effectiveness of bottom-up by connecting it with the psycholinguistics approach to analyze the students' perception. It was stated that bottom-up approach is proved to be effective in developing listening strategies and it is supported by psycholinguistic findings and experiments. Current research on foreign language listening comprehension has revealed the importance of linguistic knowledge in the bottom-up process of speech perception. Effective L2 materials teaching listening skills should provide L2 learners with guided listening practice in accordance with their proficiency level. The psycholinguistic approach to the problem of teaching listening comprehension helps to get relevant information about the perception image of linguistic units of

the language taught. To provide more understanding on Top-down listening strategy, Bekaryan (2017) stated that psychological pressure such as frustration and anxiety, can effect learners' listening performance. This condition was often experienced by the learners when facing listening tasks. It can block their understanding and impede their further learning. Hence, it seems reasonable to encourage learners to develop top-down listening strategies reliant on the background knowledge in understanding the message.

2.6. Theoretical Framework



This research uses experimental research design with single class only evaluating the pre and post- test. The researchers compare the pre and post-test to analyze whether the teaching techniques is effective for teaching listening. This research adopts top-down and bottom up listening processes as the treatment. Top-down listening process refers to how the listeners employ the information. Bottom-up processes indicate the student's previously comprehend knowledge and information which refer to lexical awareness and knowledge of grammatical and syntactical aspects of the language, whereas top-down processes deals with the

student's ability to utilise background knowledge that has been gathered and stored from previous experiences to interpret meaning. (Richard, 2008).

In this research, the researchers summarize the processes into these following steps:

1. Top-down listening activity

Words related to the topic were brainstormed before the listening activity. Students try to understand the meaning of each word and make a guess the content of the text they will hear. While listening, students checked the words they actually heard and whether their prediction on the content information is suitable. Students were given contextual information about a text they would listen (e.g., where it takes place, who the speakers are). To attract the students' attention, teachers also give pictures as listening clues. On the basis of this information, they predicted the possible topics and the language that may occur. They then listen to confirm or reject their initial expectations.

2. Before the listening activity begin, teacher give the students the script of the text and omit some part of the text to give the students a chance to focus on the missing words. By completing the script students are expected to develop their ability in recognizing words and pronunciation. Teachers could also assist the students to comprehend the text to the next level by focusing on the detail information. Teacher can set questions that demand listening for details information, listening gist or implicit meaning.

