

CHAPTER II

THEORETICAL REVIEW

2.1 Teaching Listening

As second language learners, our students want to be able to understand what people saying to them in specific language, English. If they do not understand of what is being said, the students may fail in listening and do not give any respond and there will be no two ways communication, so the objective of communication may not be achieved. In communicating by using second language, the second language learners need some efforts in understanding/ thinking about the words they have heard, they have to think first before they could grasp the meaning of the words, especially if they are not in the level of the language.

Listening skill of second language is not derived naturally; it needs some processes of learning. The processes of listening in the classroom involve a teacher and students. In the classroom the students are given some lists of exercises from a number of materials. A lot of listening materials are derived from recorded extract, for instance on CD, tape record, video and others. Probably the main source of listening for students is the voice of their teacher. Individual voice of the teacher also can be called as the source of listening, because in teaching learning process, teacher talk as he is giving some instructions should also be understood by their students. But in fact the students need variety in listening then just listen to the teacher's voice.

Instead of doing listening activity in the classroom, the students should also practice their listening skill outside of the classroom. This kind of activity can be more challenging and fun. They can find any others materials everywhere, often on CDs, on MP3 players, videos or on the internet-should consist of text that they can enjoy listening too, because they more or less can be understood although without any intervention from their teacher for their do such kind of activity and practice their listening unconsciously. Probably the easy way of

practicing listening is by listening to songs. Many of the students enjoy songs very much, they will be curious on understanding the lyric as it may reflect his or her feeling. Another way is by watching English movie, as they see the set on the screen and listening to the dialogue. Although they may not understand the whole dialogue, at least they will know some parts and they will absorb the language gradually.

Brown (2007) states that in teaching is on the awareness of teachers to teach language not only on the level of linguistics rules and definition, but they should encourage student to communicate spontaneously and meaningful. To be able to communicate spontaneously and meaningful, students should have appropriate language competence. Nunan (2002) says that Listening as one of the language skill is essential not only as a receptive skill but also to the development of spoken language proficiency.

Richard (2008) sees listening in two different perspectives; listening as comprehension and listening as acquisition. Listening for comprehension is the traditional nature of listening. This views listening as the process of understanding the meaning in a spoken discourse, while listening for acquisition focus on listening as the process of deriving other skill such as speaking.

In understanding text as spoken discourse, Richards (2008: 4-7) introduces two different kind of processes. They are often referred to as *bottom-up* and *top-down* processing. Bottom-up processing refers to the use of the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed at the levels of organization – sounds, words, clauses, sentences, texts–until meaning is derived. Comprehension is viewed as a process of decoding. While Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing

may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”—plans about the overall structure of events and the relationships between them.

Buck in Richards (2008) identifies two kinds of strategies in listening. The first is **Cognitive strategy**. It relates to comprehending and storing input in working memory or long term memory for later retrieval. Comprehension processes are associated with the process of linguistics and non linguistics input. Storing and memory processes are associated with the storing of linguistics. Using and retrieval processes are associated with assessing memory, to be ready for output. The next is **Metacognitive Strategy**. It refers to conscious or unconscious mental activities that perform an executive function in the management of cognitive strategy. This strategy involves assessing the situation, which is taking the surrounding of the language task by assessing one’s own knowledge. Next is monitoring the effectiveness of one’s own and another performance. The last is self evaluating performance after engaging in the activity and Self testing the performance to determine the effectiveness of one’s own language use.

2.2 Listening Difficulties

There are obviously many differences among the students we teach all over the world. Concerning to the background differences, the students also have different attitudes in the classroom. Thomson (2005) says that some teachers find that their students are often busy talking and chatting among others and do not concentrate on the listening subject. We know that in listening students need full concentration on the audio being played, otherwise they may not catch the messages from the audio. Some students have low motivations because they are forced to be in the class and because their own willingness. Some of them have problem on concentration and find listening is more difficult than other subjects. Students

simply turn off when listening to spoken English as it is seem too difficult follow without high level of concentration.

2.3. Some Listening Principles

Harmer suggests some listening principles (2007), ‘firstly a teacher should encourage his students to listen as often and as much as possible. Listening is a process; the more we practice the better our listening will be. Beside listening activity in the classroom, students should also practice away from the classroom through internets, TVs, CDs, tapes, radio and so on. Secondly, teacher should also help the students to prepare themselves for listening. Students need to be ready to listen. It means they will need to look at pictures, discussed the topic, or read the questions first. Thirdly, when the teacher play the track only once probably there will be no spare time for them to pick up some important information, then they will ask for second chance. It will be not enough for them to hear the track only once. Fourthly, teacher should draw out the meaning of what is being said, what is intended and find out what impression it makes on the students. The students need to respond to the content of a listening, not just to the language. Fifth, a teacher should also consider about the stage of the students, they have to be classified in their own level of listening, because different listening stages deserve different listening task. The last part, the teacher asks the students to use time and emotional energy in a listening text – than it makes sense to them to experience in many different applications of listening.’

2.4. Technique for Teaching Listening

These are techniques of listening that can be used in each section depend on the purpose:

2.4.1. Listening for the Main Idea and Detail Information

In this section, students are guided by the teacher to connect themselves with the topic that will be presented in the class. On this stage, the teacher provides some videos with the

topic that is relevant. The teacher then provides the students with some clues to brainstorming the students with related words or context. This will stimulate the students' comprehension about the topic that will be presented in the video. Teachers can give guided questions to arouse the students' curiosity and to build up the background knowledge. This activity should be done before the teacher plays the audio video.

2.4.2. Predicting

This activity helps the students that they do not have to understand every word to understand the topic of a passage.

At this part, the teacher can play the video without sound. They can discuss what they see and what clues they get from the video, and then they can guess what topic they will have. Students try to explain what is happening in the video. The teacher then can play the extract with the audio and check whether the students' predictions are correct. To reverse the previous procedure is also possible. This activity enables the students to visualize the context of place and situation in a certain language used. (Harmer: 2007)

Another technique that can be done is by providing them some written clues and identifies the information based on the background knowledge they have.

2.4.3. Transcribing and Paraphrasing

Transcribing sounds very old technique in teaching listening because it seems only involves bottom-up process in listening and focus only on the understanding on the individual word (Richard:2008). To modify this technique, teachers can combine this with reading aloud. Combination of these will make the students to attempt to imitate the original text on the pronunciations and also intonations. The purpose of this is to stimulate the students' fluency on speaking. Next level of listening activity is to paraphrase. It is to provide opportunities for the students to practice their skill of writing. They have to enrich their vocabulary to make paraphrase of the text they transcribe, because they have to find the

synonym, antonym and describe the same point by using different vocabularies. Finally, they can compare the original transcription and the paraphrase that they make.

2.4.4. Listening and Presenting

The process of listening is the process of acquiring other skill. Listening and speaking are considered as receptive and productive skill in language learning. In this section teachers can assign the students to find the learning material themselves. When the students are assigned to get the listening material from the internet, teacher should give clear instruction and criteria. At this stage, the roles of the teacher are to supervise and control the students listening activity as they bring their assignment in to the class. The teacher should monitor whether their listening materials are suitable to the topic or the language that is used is on their level. This listening activity encourages the students' listening habits outside of the class.

A presentation in the class will provide the opportunity for the students to communicate and share their prior knowledge. A suitable listening material presented by the students will deliberately improve the students' comprehension and students' language acquisition. As their present the new knowledge, they will learn the form of the English expression in the video.

2.5. Video

In the process of learning English, listening is not only for understanding the information but this is also the process of learning the language. Harmer (2007) differentiates the kind of listening into intensive and extensive listening. Intensive listening refers to the students listening activities which is done in order to work on listening skill, and to study the way in which English is spoken. On the other hand extensive listening refers to the listening which the students often do away from the classroom for pleasure.

Internet in education has played an essential role whether for giving on line courses or for getting teaching material (Albert, 2011). Internet resources usually offer some listening materials in many forms; one of them is in form of video. By carefully selecting, a teacher can download some videos for teaching listening. YouTube is a web page where we can find varied videos for many kinds of purposes. Nowadays there are many videos of education that we can find in the page. Harmer (2007: 144) support that the uses of videos will enable the students sees the context clearly; the body movement, the location, colors etc. The background knowledge can be filled in visually. To choose the appropriate videos, teachers have to choose video material according to the level and interest of the students and also adjust to the topic.

YouTube video also offer some listening material which present a video of native speaker teacher explaining some English material; teaching grammar, teaching vocabulary, teaching language skill etc. Presenting native speaker teacher may no longer essential for language teaching in EFL class, but students also need to challenge themselves to listen to authentic English to test their comprehension and to acquire correct pronunciation and language expressions. In this case students can see the teacher as the language model (Harmer, 2007: 117). In listening to acquire the language competence it is very important for the students to have native language models. This will help the students to adjust themselves to the English form especially in the learning grammar. Doughty & William (1998) argue that learning language rules (grammar) should automatically implicit in the use of correct language expression.

2.6. Theoretical Framework

Rost (2011: 2-4) purposes 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 haring 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.