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CHAPTER II

REVIEWING LITERATURE

A. Theoretical Framework

1. The Nature of Audio-Media

Audio media that sometimes is called as Audio segments in listening section is a media that is accompanied by a title and time in minutes and seconds. Effective language learning is very dependent on effective use of audio.

Audio plays a vital role within the foreign language classroom. The audio must be used appropriately and it must fit the students' level and abilities. Furthermore, the audio must be able to hold the students' attention so the students' can understand and the material can be useful for their daily life.

Heinich(1996 : 176) stated that the psychological process of listening begins with someone's awareness of an attention to sounds or speech patterns (receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (destination).

According to Preston (2009), there are some reasons we might consider offering audio recordings to the students, they are: to provide students with a study aid they can review after lecture; to enable students to review the lecture in preparation for discussion and debate; to demonstrate a task, procedure, or complex concept that would benefit from multimedia presentation and/or the ability to watch repeatedly; to use on an ongoing basis

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as a reference for students; to free up class time for discussion. Making recorded lectures available before class meetings makes more time available for discussion and hands-on activities.

There are some advantages from using audio media as tool for teaching, they are: Classroom audio overcomes ambient noise levels and distributes the teacher's voice at the same amplified level throughout the classroom. Every child hears the teachers at the same level no matter where the child is seated; reduce a child's sensitivity to distractions. When a teacher's voice is amplified 5 to 15 decibels above ambient noise, articulation and speech intelligibility are enhanced; teachers using classroom audio report less need for repeating of instructions, and fewer reminders are needed.

But it has disadvantages like: Students will not learn how to read as effectively (as they listen instead of practice to read stories, poem, etc.); difficult to teachers to control device(s) use in class (affects classroom management and especially time management); teachers have to grow eyes in the back of their heads and when mobile devices are used in class, the need for continual monitoring and regulation increases; inability to know how to extract information from text successfully.

The use of audio media is limited only by the imagination of teachers and students. Audio media can be used in all phases of instruction from introduction of a topic to evaluation of student learning.

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2. The Nature of Audio-Visual Media

For foreign language learners, listening may be one of difficult skills to learn. Those students do not familiar with the real voice of English native speakers. But in decades, many experts have developed the ways to improve listening skill. One of them is using multimedia. Multimedia is the use of text, graphics, animation, pictures, video, and sound to present information (Najjar, 1996:129).

According to Richards and Richard (2010), audio-visual media is an audio or visual device used by a teacher to help learning. And the media that are included as audio-visual media are film, television, and video.

According to Matthew and Ali (2013:87), activities related to listening and speaking skills require audio-visual aids. It is the responsibility of the teacher to use audio-visual aids to make the teaching-learning process effective. And further in their journal, they opined that teaching students how to use technology (audio-visual aids) as a tool help their learning.

One kind of audio visual media is video. Video, a kind of multimedia material, consists of verbal and nonverbal presentations displaying simultaneous images, narration and, on-screen text (Mayer, 2001:2). Comparing video with traditional English teaching materials such as paper - printed textbooks and listening dominant materials, it can be found that animation and picture-like dynamic images represent the essential difference between video and traditional English materials.

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Harmer (2007:144) explained that using video can be much richer than using audio. Video doesn't only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; so do their clothes they wear, their location, etc. background information can be filled in visually.

From a learning perspective, video so far has been examined to see whether it can improve learning. The research on video yields mixed and contradictory results, with actual effects of video ranking from highly beneficial to detrimental to learning.

There are some impacts that Awasthi (2014:62) explained in his journal. According to him, audio visual makes impacts in making learning process easy and permanent, adds the student's creativity, more involvement of students in classroom, and it is healthy relation with environment.

Awasthi (2014:62) clarified the simple steps to make teaching more beneficial to students in using audio-visual media.

a. Studying the background

Before selecting the right Audio Visual aid teacher should study the background of learners and their behaviors.

b. Testing the intelligence level through observation

Teacher should minutely observe the intelligence level of students.



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c. Recognizing need of the students.

Before taking the decision to make use of any media that will be used, the teacher must recognize the need of students because learning is only effective when it is pupil centric.

d. Analyzing resources and self-ability.

Teacher should make decision of using media after analyzing the resources available and whether he is able enough to use particular media successfully and effectively.

e. Feedback mechanism.

Teacher should try to get feedback response from students whether audio visual aids used have positive effect on their learning or not.

3. The Nature of Student's Listening Skills

Listening is one of English skills that holds strong role in building good English comprehension. According to Richards and Smith (2010: 344) listening is the process of understanding speech in a first or second language. Sarıçoban(1999; in Sevik; 2012:10) stated that listening is the ability to identify and understand what others are saying. For learners, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this happens by listening to the teacher, a CD, a video, or other learners. It is the process of interpreting messages. To listen successfully to spoken language, we need to be able to work out what



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speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.

Richard & Rubin (in Van Duzer, 1997)said that listening did not only comprehend the utterances of speakers, but also understood visual aspect in activities of listening comprehension. Based on those explanations, listening was a process included activity of listening sound of language and visual aspect, identify, interpret, value, and do reaction for the content of meaning. This term was used as the fundamental in development of active integrative listening learning model.

Rubin (cited in Van Duzer; 1995:7) said that listening is conceived of as an active process inwhich listeners select and interpret information which comes auditory and visualclues in order to define what is going on and what the speakers are trying to express.Rubin completes her definition by saying that active means listeners getinformation (from visual and auditory clues) and relate this information to whatthey know. Select means that in the process of making sense of the input, listenersuse only part of the incoming information. Interpret means that in trying to makesense of the input, the listener uses their background knowledge as well as the newinformation of what is going on and to figure out what speakers intend.

Listening is a skill that is rarely taught. In school, students are taught speaking, reading, and writing skills, but, in general ,there are a few courses devoted to the subject of listening.

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Moreover, most people are so engrossed in talking or thinking about what they are about to say next that they miss out on many wonderful opportunities to learn about new concepts, ideas and culture.

There are three main reasons to support the importance of listening in foreign language learning. First, a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). This is because listening is a skill developed in the very beginning of a child's learning of language. Listening is a natural process in acquiring a new language. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures.

Second, listening can enhance speaking skill. Spoken language provides a means of interaction for the learner. Furthermore, a learner's failure to understand the language they hear is an incentive, not a barrier, to interaction and learning. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker.

Finally, listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. Thus, listening comprehension provides the right conditions for language acquisition and the development of other language skills (Krashen, 1989).

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Richards (2008: 4-10) introduced two kinds of processes in listening, they are Top down and bottom up processing. Top down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom up processing start 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, 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.

Listening is a skill, which is not only related to distinct process of hearing which involves merely perceiving sound in a passive way only, but in a broader sense listening occupies an active and immediate analysis of the streams of sounds with various strand of meaning. According to Harmer's opinion (2007:135), in listening courses students need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to understand specific information i.e times, numbers, names, place etc and also general understanding i.e. main topics etc.

Brown (2003) offered a simplified list of micro-skills and macro-skills (for conventional listening).

- 1) The micro-skills of listening, they are:

Discriminate among the distinctive sounds of English; Retain chunks of language of different lengths in short-term memory; Recognize

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English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intentional contours, and their role in signaling information; Recognize reduced forms of words; Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance; Process speech containing pauses, errors, corrections, and other performance variables; Process speech at different rates of delivery; Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms; Detect sentence constituents and distinguish between major and minor constituents; Recognize that a particular meaning may be expressed in different grammatical forms.

- 2) The macro skills of listening, they are:

Recognize cohesive devices in spoken discourse; Recognize the communicative functions of utterances, according to situations, participants, and goals; Infer situations, participants, goals using real-world knowledge.(pragmatic competence); From events, ideas, etc., described, predict outcomes, infer link and connections between new information, given information, generalization, and exemplification; Distinguish between literal and implied meanings; Use facial, body language, and other nonverbal cues to decipher meanings; Develop and use a battery of listening strategies, such as detecting key words, guessing



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the meaning of words from context, appealing for help, and signaling comprehension of lack thereof.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro skills.

4. The Comparison between the Students' Listening Skill Taught by Audio Media and Audio-Visual Media

Mayer (2002, in Shahani et.al:2014) also stated that multimedia learning happens when a learner is exposed to both pictures and verbal forms and he makes a mental representation of the material which has been presented to her. According to Mayer and Moreno (2002 in Shahani et.al:2014), when learners are in multimedia instructional situations, they are exposed to learning materials in two ways of verbal and pictorial modes which is very useful for learning outcomes. Berk (2009 in Shahani, et.al:2014) also concluded that the presentation of learning materials in the form of videos which is a mixture of verbal and visual at the same time is an effective way for learners. He referred to several studies on the effect of videos which have favored the use of them in language teaching.

Najjar (1996:130) cited some research findings which found that learning achievement was higher when the information was presented via computer-based multimedia systems than traditional lectures. Because using



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multimedia learning system is not only helpful, but also makes the learning process more efficient.

Based on Nugent (1982) study that cited in Najjar (1996:132) the highest learning levels were found when students were presented information via combined text and pictures (verbal and nonverbal channels) or combined audio and pictures (verbal and nonverbal channels) compared to the same content presented via textalone (verbal channel), audio alone (verbal channel), or pictures alone (nonverbal channel).

B. Relevant Research

There are a lot of investigations and research that have been done by researchers related to English Proficiency especially in Listening comprehension. They researched in various objects and different ways. The following are some relevant researches as the references to this research project.

- a. Liang, Danxin. 2013, The Effect of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory. The objectives of this research are to know is there any significant effect of Audio Visualmaterial on English listening comprehension. From seventy 2nd-year students that randomly divided into 2 groups, experimental and control group, the researcher finds that that both visual and auditory aids can enhance listening comprehension by helping ESL learners arouse their background knowledge or create new schemas. Furthermore, the

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significantly higher mean score of the experimental group notonly suggests that lively scenes can improve comprehension scores, but also verifies that combination of visual and auditory aids is more satisfying for listening comprehension than auditory stimuli alone.

b. Mohammadkhani, *et.al.* 2013. The Effect of Using Audio Files on Improving Listening Comprehension. This article points out the results of the study investigating the effect of using audio files on improving listening comprehension of high school students in Khorramabad -Iran-. For the purpose of the topic, two groups of students consisting of thirty four were randomly selectedand were divided into two groups of seventeen. Research method was quasi-experimental.Although some native audio files were presented for the experimental group, both experimental and control group taught in the same style. According to the results of postlistening test and the related comparisons, findings showed that using audio files had positivemeaningful effect on improving listening comprehension.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, the writer concludes several factors to be operated which describe in operational concept. There are two variables; they are independent variable (X) and dependent variable (Y). Variable X1 is the effect of using Audio Media, X2 is the effect of using Audio-Visual Media and Variable Y is the listening skill.

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The indicators are:

1. Variable (X1): Audio Media according to Machácková(2009: 24).
 - a. Teacher introduces the topic. The teacher shows the students the set of pictures in their paper-test (or using projector) and asks them to identify the picture.
 - b. Teacher does brainstorming. Ask students to brainstorm as many words or phrases as they can according to the topic given. Teacher writes down the ideas.
 - c. Teacher asks the students to discuss some questions related to material.
 - d. Pre-listening. The teacher teaches the vocabulary that the students will not be familiar with and makes sure that the students ready to move on to next steps.
 - e. Whilst-listening. Teacher plays the recording and students listen to the recording quietly and with full of concentration, and answer the questions in the same time. Teacher repeats the recording 3 times.
 - f. Post-listening. After collects the students' works, the teacher opens a discussion to review the listening activities before.
2. Variable (X2): Audio Visual Media - According to Stempleski in Richard and Renandya (2002:364)
 - a. The teacher prepares the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

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- b. The teacher primarily facilitates the actual viewing of video. They involve playing and replaying the entire sequence or relevant parts.
- c. The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in particular situation first.
- d. The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
- e. The teacher requires students to react to the video or to practice some particular language point. The range of post-viewing activities is enormous.
3. Variable (Y): Listening skill – according to Brown (2009:120)
- f. The students can comprehend the surface structure elements such as phonemes, words, intonations, or a grammatical category.
- g. The students can understand pragmatic context.
- h. The students can determine meaning of auditory input.
- i. The students develop the gist, a global or comprehensive understanding.



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D. Assumption and Hypothesis

1. The Assumption

Before stating the hypothesis as temporary answers to the problems discussed, the writer would like to present assumptions. The writer assumes that using audio-visual media would have different result of mastery in learning English proficiency from that of those who are taught using audio media.

2. The Hypothesis

Based on the assumptions above, the writer makes some hypothesis as follows:

- a. Ha_1 : Audio Visual media will better improve students' listening skill than Audio media
- b. Ha_0 : Audio media will better improve students' listening skill than Audio Visual media

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