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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1 Nature of Listening

Listening is the process of identifying the component of sounds and sound sequences, whereby known words are recognizable. The process by which the continuous flow of words is translated into meaning is regarded as ausing. Cognizing deals with the various aspects of knowing which are characterized by different conceptualizing experiences of which comparison is made, inferences drawn and categorized and sensory images formed. In other words, when one listens, certain activities, although not as easily noticed as those of the speaker, are performed. The ears provide a conduit through which the sounds reach the brain while the eyes provide the means of seeing, which is a vital component of the ways of identifying meaning.

The following types of listening have been identified below:

- a. Active listening : active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning. Active listening as a dynamic process is what we activate while we are communicating with others in order to understand them and also to make them feel that we are paying attention to what they are saying “Listening requires entering actively and imaginatively into the other fellow's situation and

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trying to understand a frame of reference different from your own. In other words, when we listen to the speaker, we try to see and understand things from his angle, and this is the only way we comprehend what he is trying to convey through the messages he is sending for us to listen.

- b. Partial listening : it means for those who listen with rebellious ear.
- c. Intermittent listening: this applies to those who listen with deaf ear.
- d. Appreciate listening: this applies for those who absorb all the speaker's meaning by being sensitive to tone of voice, facial expression and bodily action as well as to the words themselves.

(Asemota : 2015)

### II.1.1 Listening Comprehension

According to Nunan (2001: 23), listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words,



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they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step, Remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases. Finally, we have Responding, a stage in which, according to the response, the speaker checks

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if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001 : 23).

Rixon (1986 : 67) stated that there are two types of listening comprehension: extensive and intensive listening. In extensive listening allows the students to listen for pleasure or interest without having to make a great effort to overcome linguistics difficulties and those in which they need to pay more attention, whether is it for content and language. In this type, they are not asked to do language work on what they hear but have the satisfaction of an almost complete, direct understand of something worth to hear, for instance: listening to a short poem, joke or stories. In contrast, in intensive listening, the students are asked to listen to a passage with the aim of collecting and organizing the information. It also contains more concrete information that may be quite densely packed and often it is not easy for the students to understand of first hearing. The aim of this listening is to give a challenge, to allow them to develop listening skill or knowledge of language through the efforts they make, guided by exercises or activities relate to the passage.

Jack Richards (2008 : 3) defines listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of

listening in second language learning is to facilitate understanding of spoken discourse.

Branch (2016) stated that Steinberg (2007) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. According to Richards, John Platt, and Heidi Platt (2000) and Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Osada (2004) expressed that listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. According to Morley (2001) and Rost (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills.

### II.1.2 Process of Listening

Lynch (2006 : 92) in Ueda Marisa (2007 :288) points out that there are two process of listening comprehension which described as top-down processing and bottom-up processing. It can be explained as this below:

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a. Bottom-up Processing

Bottom-up processing would involve piecing together the elements in the speech signal in a linear fashion, in real time as it is being spoken and heard. Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

b. Top-down Processing

Top-down processing is broadly the converse of bottom-up, emphasizing the listener's hypotheses as to the speaker's meaning and when appropriate, in modifying them to match new incoming information. Richards (2008 : 7) stated that 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

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form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them. For example, consider how we might respond to the following utterance: “I heard on the news there was a big earthquake in China last night.”

## II.2 Types of Listening

### II.2.1 Informative Listening

Informative listening is one of the main types of listening; It is when the listener’s main intention of listening is to understand what is being said by the speaker. We can call the listening experience successful when the interpretation made by the listener is closer to what the speaker is trying to say. There is a similar idea about the identification of informative listening which says: “Informative listening is the name we give to the situation where the listeners primary concern is to understand the message” (Ibid). In the end, the success or failure of the listening experience is bound to the level of understanding the sender’s message.

### II.2.2 Relationship Listening

Relationship listening is related to the therapeutic listening which plays a major role in our social relationships with others. Therapeutic listening usually exists when treating people who are emotionally damaged. Psychiatrists use it as a way to make those people feel better by listening to their concerns; it can be also used between people who are socially related



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such as friends. When we listen to those friends while they are speaking they will feel better and that will somehow help pass their negative emotional condition (Kline, 1996).

Kline also suggested three key behavior that are effective in relationship listening. The first is attending which means showing to the speaker that you are focusing on what he/she is saying by paying attention to the verbal and non-verbal messages he's trying to send, and also through physical gestures such as body position and eye contacts; all these will indicate to the speaker that you are paying attention to him and will help him. The second behavior is supporting which means avoiding any negative response that may come from you while the other is speaking, such as interrupting or trying to give advices or manipulating the conversation, and replace them with silence which could be useful at that situation or at least knowing when to speak and when to keep silent.

### II.2.3 Appreciative Listening

Appreciative listening is set to be explained by Kline as: "Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film" . This means that appreciation of something we hear is a personal taste for something that we might either enjoy listening to or not. Kline also divided the quality of appreciative listening into three factors. The first factor is presentation; it means the enjoyment of a listener while he/she is listening to something for example a specific type of music, but



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that doesn't mean that he or she will appreciate or enjoy the way everyone present that type of music, for example when a bad singer presents the listener's favorite song in a bad way without understanding its meaning, this will make the listener hate it. The second factor is perception which means changing your opinion about something for example when the listener hates a specific type of music, and then something happens and makes him or her change his/her perception towards that type of music and make him or her like that type as if he or she never hated it before. The third and last factor is the previous experience, and it means growing with the habit of listening to something that makes us feel comfortable over the years and makes pleasant memories.

#### II.2.4 Critical Listening

Critical listening almost exists in each and every domain in our lives and we cannot separate ourselves from it; it exists in democracy, at work, in the listeners' community and in everywhere else. There is no place where critical thinking is not vital in our lives : "Politicians, the media, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it" (Kline, 1996, p.39). Therefore, critical listening is related with the listener's existence as a human being. In other words, critical listening is listening with the purpose of evaluating, judging, and also forming opinions about what is being said.



### 2.2.5 Discourse Listening

Discriminative listening is the most important type of all the five types mentioned above, the reason is that it is basic to all the other four types.

There are three things that should be considered about the discriminative listening which they are suggested by Kline. The first one is the hearing ability which means that people who find some difficulties in their hearing will face bigger difficulties in discriminating the sounds. The second one is awareness of the sound structure, and it is explained as: “Native speakers become quite proficient at recognizing vowel and consonant sounds that do or do not appear at the beginning, middle or end of words” (Kline, 1996, p.42-43). The third and last one is integration of nonverbal cues and this means that the way words are said or even the way the speaker acted while speaking may convey the true meaning of the message, therefore the listener should not only focus on the words being said because sometimes they might not be true.

### II.3 Nature of Speaking

There had been many definitions about speaking defined by experts. Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed. Speaking or conversation for learner is sometimes

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regarded as a source of relief form and more serious language work, enabling them to help develop communicative ability.

In EFL learning, the students are not immersed in an English environment. English is learnt more as a school subject in addition to other subjects in the formal education. As a result, in non-English environment, the students have limited opportunities to practice their English outside their school or university.

### **II.3.1 Speaking Ability**

Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

Speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech. In short, speaking can be as the way to carry out feeling through words, even conversation with other. It means that human uses words and phrases in interactive process of constructing meaning of speaking.

### **II.3.2 Types of Speaking Skill**

There are some types of speaking skill. Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking

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according to the speaker's intentions ; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

### II.3.2.1 Imitative Speaking

Imitative speaking is the ability to parrot back or repeat the others' speech as a word, phrase or a sentence. This definitely repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, 141).

### II.3.2.2 Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p. 141).

### II.3.2.3 Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p. 142) shown in the following short conversation:

- A. Marry: Excuse me, do you have the time?
- B. Doug: yeah. Nine- fifteen.

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### II.3.2.4 Interactive Speaking

Interactive speaking is different from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities (Brown, 2004, p. 142).

### II.3.2.5 Extensive Speaking

The final type of speaking that was stated by Brown (2004, p. 142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

Many factor that make speaking becomes difficult to acquire. According to Brown (2001 : 270), these following characteristics of spoken language can make the process of teaching oral performance easy as well as in some cases could be difficult.

#### a. Clustering

Fluent speech is phrasal, not just word by word. Learners can organize their output both cognitively and physically through such clustering.

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**b. Redudancy**

Their speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

**c.Reduced Forms**

Contractions, elisions, reduced vowels are all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

**d. Performance Variables**

Learners can actually be taught how to pause and hesitate. For example, when thinking time, the learners should just not silent, but also insert certain “fillers” like “You know, I mean, Well, etc”.

**e. Colloquial Language**

The lecturer should make sure students are reasonably well acquainted with the words, idioms and phrases of colloquial language and they can get practice in producing forms.

**f. Rate of Delivery**

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Another salient characteristic of fluency is rate of delivery. One of the tasks in teaching speaking is to help learners achieve an acceptable speed along with other attributes of fluency.

**g. Stress, Rhythm and Intonation**

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

**h. Interaction**

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

Oral communication is very important in language learning process. In today's language classrooms, considerable emphasis is given to oral activities in which learners use the language they have learned to communicate with each other. Computer simulations provide a stimulus for such a work, as they offer both a focus for oral activity and a continually changing scenario for learners to talk about. Computers have a useful contribution to the development of oral skills if they are used wisely (Hammersmith: 1998).

## II.2.2 Significance of Speaking Skill.



Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified by many researchers as productive and active skills (Richards et al. (2002: 293). In fact, Harmer (2001: 154) recalled the important goal of language study is to improve both the productive and receptive skills. According to Burkart (1998), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation.

Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when precise understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

According to Brown (2001:271), focusing on both the forms of language and the functions of language is very important in speaking so that the goals of teaching and learning process can be achieved. In addition, he proposes the micro skills of oral communication that becomes the basic principles in teaching speaking as shown below:

1. Produces chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.



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3. Produce English stress patterns, words in stresses and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups and sentences. Express a particular meaning in different grammatical forms.
10. Use cohesive devices in spoken discourse.
11. Accomplish appropriately communicative functions according to situations, participants, and goals.
12. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
13. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

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14. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

15. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

### II.2.3 Components of Speaking Ability

In order to reach the indicators that make the students able to speak English as often as possible and how to speak English fluently and accurately, we have to know the components of speaking ability as listed as this below:

#### 1. Grammar

It is obvious that in order to be able in speaking at foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate : 1997). Grammar is the sounds and the sound patterns, the basic units of meaning such as words, and rules to combine them to form new sentences. (Fromkin : 1998). It means that grammar is really important in speaking aspect because if we are mastering grammar structure then we can speak English well.

#### 2. Vocabulary

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Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a language. The language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain success in their vocabulary learning.

#### 3.Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with chronological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and patten in a language.

#### 4.Fluency

Fluency is the ability to read, speak communicatively, and write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

#### 5.Comprehension

Comprehension is the readiness to talk is a developmental phenomenon in the infant which is preceded by hundreds of hours of listening, and



which enable people to communicate in real time with others as if they were living next door, and create global village (Kheider : 2014).

As earlier discussed ICTs are defined as “a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information.” ICT tools have potential for extending educational opportunities to previously underserved constituencies i.e. for scattered rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls, people with physical disabilities and also for others who for various reasons of cost or time constraints are unable to enroll on campus. The integration of Information and Communication Technology in ELT and in education in a broader sense is considered as a medium in which variety of pedagogical approaches can be implemented. Computers with internet facilities provide students and teachers with opportunities to transform the teaching learning process. Because of online sources, teachers and students do not have to rely completely on printed books and other physical media for their educational needs. With the internet and the World Wide Web, a wealth of learning materials on almost every subject is made available. It is not the limit; ICTs can also facilitate access to resource persons, mentors, experts, researchers, professionals and peers from all over the world. The application of ICT enhances interaction with native and non- native speakers of English. It is the view of teachers that assigning ICT planned tasks, projects and resources provide a key to improvise the educational potential through digital resources, internet

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communications and interactive multimedia to hold interest, allow interactions and construct knowledge.

ICT content in English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting and as part of the imaginative and critical thinking they undertake in English. The ICT content has been incorporated into the content of the syllabus to ensure that all students have the opportunity to be competent, discriminating and creative users of ICT and be able to demonstrate the syllabus outcomes of English through the effective use of ICT ([www.englishteacher.com.au](http://www.englishteacher.com.au))

#### II.4.1 The Use of ICT In Education

The term ICT, which is short for Information and Communication Technology, is widely recognized in the 21st century. The definition denotes that ICT is related not only to computers but also to other digital devices such as mobile phones and digital televisions. Cuban (1986) and Wang & Reeves (2003) have documented how earlier types of ICT such as film, radio and television entered educational settings. Yet, the term ICT used in this article refers to computers and the Internet which are two of the recent, major developments in ICT which have been widely adopted in Indonesian schools. The technology use with support, smart classrooms become places where teachers and students could practice rich and immersive teaching and learning experiences that they have never experienced before (Li Kong and Chen : 2005 in Jung Feng Yang, et al : 2016).

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There are varieties of ICT applications in English learning. Collis and Moonen (2001) categorized the application of ICT into three groups namely “learning resources” including educational software, online resources and video resources. “Instructional organizations of learning” refers to software and technology tools for lecturing in the classroom such as the course management system like *Moodle* and the computer-based testing system like *Hot Potatoes*. Besides that, the communication tools that consist of email and websites offer communication opinions.

Speaking is the key to communication and then to learning the target language, by considering the importance of speaking inside the EFL classes as well as the different types of activities which teachers should include during their lessons. Speaking ability can be improved by integrating ICTs that new technology can offer new strategies and ideas to the teacher in order to make the class more creative and modify students’ perceptions about oral expression classes in general and then raise the level of participation and communication inside the classroom.

In our country: Indonesia, ICT can be applied if the school facilitates the ICT to promote students’ learning activities. Using ICT can help the students in improving their skill of language. In this modern era, the teacher could make a video conferencing while teaching the students and make an online discussion group after school. Video conferencing can be applied well if only there is such a supported and quick connection available. It will be better if the teacher gives feedback, so the students will be easily concentrate on which materials they do not

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understand yet. The teacher could also make an e-learning to keep contact with the students, upload and update the materials so that the students can download everywhere. In this year, various efforts to use ICT in education in Indonesia can be described as :

### 1. E-learning

The objective of this program is to develop the quality of education at high school and vocational school level through the use of internet. The universities also made learning materials through the primary subjects in order to ease the college students in finding the materials. Starting from 2002, the Center for Information and Communication Technology for Education (Pustekkom) in cooperation with the Directorate of Secondary Education, and the Directorate of Vocational Education are developing an e-learning program called “e-dukasi”. The objective of this program is to improve the quality of education at high school and vocational school levels through the use of internet. Besides the two directorates, the Center also gets support from the Indonesian Telephone Company (PT Telkom), the Office for the Research and Application of Technologies, Association of Indonesian Internet Service Providers, Network of School Information, Detik.com, and ICT Watch.

### 2. Online courses

Some universities have provided lectures through the internet for some courses. Surfing on the Internet has been the most popular way to learn English because it is convenient as well as entertaining. It saves a lot of time. Some websites provide beautiful illustrations to learn English. A few websites



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supply amusing games and online language exercises to attract netizens' attention thereby helping them learn English effectively ( Vangeepuram : 2011).

3. Online tutorials

One institution that has made use of tutorial purpose is the Indonesian Open University.

4. Joint research

Some universities has been used this joint research, so that the college students can access the information about journals online.

5. Electronic Library

Nowadays, there is a network of electronic library called Indonesia Digital Library Network which is a network of electronic libraries from ITB central library.

6. Computer Assisted Instruction (CAI)

This is an offline instruction program, so it does not depend on access to the internet. The Center for Information and Communication Technology for Education (Pustekkom) have developed computer assisted instruction learning materials for various subject matters and courses. These are interactive learning materials which students can learn on his/her own with minimal assistance from the teacher/lecturer.

#### **II.4.2 Computer Assisted Language Learning (CALL)**

Computer assisted language learning (CALL) is a form of computer-based learning which carries two important features: bidirectional learning and

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individualized learning. The focus of CALL is learning, and not teaching. CALL materials are used in teaching to facilitate the language learning process. It is a student-centered learning material, which promotes self-paced learning. CALL has also been known by several other terms such as technology-enhanced language learning (TELL), Computer Assisted Language Instruction (CALI) and Computer-Aided Language Learning, but the field is the same. Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competency.

The power of CALL materials are used in teaching to facilitate the language learning process. It is a student-centered learning material, which promotes self-paced learning.

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. (Gunduz : 2005). It is traditionally described as a means of 'presenting, reinforcing and testing' particular language items. The learner is first presented with a rule and some examples, and then answers a series of questions which test individual knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later inspection for the teacher.

CALL has also been known by several other terms such as technology-enhanced language learning (TELL), Computer Assisted Language Instruction (CALI) and Computer-Aided Language Learning, but the field is the same (Okonkwo: 2011). Computer Assisted Language Learning (CALL) refers to any process in which the

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learner uses a computer to improve foreign language competency. The technology includes not only computers, but also smartphones, tablets, MP3 Players, and consoles (Scott: 2014).

CALL therefore includes:

1. Authentic foreign language material, such as video clips, flash-animations, web-quests, podcasts, news, etc.
2. Online environments where learners can communicate with foreign language speakers through email, text-based computer mediated communication (synchronous and asynchronous), social media, and voice or video conferencing.
3. Language learning tools (online application or software), such as phonetics, pronunciation, vocabulary, grammar and clause analysis. This may include text to speech function or speech recognition and often includes interactive and guided exercises.
4. Online proprietary virtual learning environments which offer teacher-students and peer-to-peer communication.
5. Game based learning.

CALL has been developed nowadays. The development of CALL is a mere reflection of computer technological advances along with the evolution of linguistic approaches to language learning (Delcloque 2002, Warschauer: 2002 in Wang & Kaplan: 2004). The development in computer technologies and the pedagogical shifts in language learning have influenced to a great extent the evolution of CALL and it started to be implemented from the

1960"s. Consequently, CALL arose from the combination of two separate factors: educational needs and technological means. One must not focus exclusively on the technology side of CALL and neglect the pedagogical issues that are extremely important for a successful language learning process. Technology integration in foreign language teaching demonstrates a shift in terms of learning theory from behavioral toward constructivist learning approach (Evans & Nation 2003).

#### II.4.3 The Advantages of CALL

##### Learner factors

1. CALL can adapt to the learners' abilities and preferences.
2. CALL can adapt to the learners' cognitive and learning styles.
3. CALL can adapt to the learner's self-paced learning.
4. CALL can be used for remedial work for slow learners and to accelerate learning for fast learners.
5. CALL offers individualized and private learning.
6. CALL, with branching capability, provides choices and paths for learning, allowing learners to work independently.
7. CALL allows learners to control their own learning process and progress.

##### Motivation and attitudes

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1. CALL provides strong motivation for learning. Students will often do on a computer what they are reluctant to do in a textbook or paper-pencil.
2. Some CALL features such as graphics, sounds, animation, video, audio are interesting and motivating for many learners.
3. CALL can improve learners' attitudes towards learning English.
4. CALL (internet) provides authentic communication that motivates students to use language outside language classroom.

#### Feedback and progress record

1. CALL can provide immediate responsiveness and feedback.
2. CALL provides accurate records of the learner's performance and progress.

#### Teacher's role and relationship with the learner

1. CALL can change the relationship between teacher and student.
2. The teacher becomes a facilitator rather than a person who controls the learning environment.
3. CALL is predictable and non-judgemental.

#### Mastery Learning

1. CALL provides opportunities for mastery-learning language skills.
2. CALL can lower the amount of time required to master some materials.

#### Co-operative Learning

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1. CALL (e.g. simulation games) encourages learners to work cooperatively in problem solving.
2. CALL allows learners to learn cooperatively as a result of working together (such as group works, and discussion.)

## Communication

1. CALL (e.g. games and puzzles) creates information gaps which provide learners a need to communicate or interact with each other or with the program.
2. CALL (e.g. e-mail, chat, moos) promotes direct communicative skills for the learners.
3. CALL (e.g. e-mail, chat, moos) provides authentic, real communication with native speakers of English outside the classroom.

## II.5 Related Studies

Related studies refer to the research conduct by some previous researchers.

Research about correlation between the use of ICT and English skills have been written by various researchers from around the world, as stated as this below:

- a. Sei Hwa Jung (2006) from RRC conducted a research entitled “*The Use of ICT In Learning English As An International Language*”. The purpose of this study was about to know the correlation between students’ habit of using ICT and their skills in English. The result found that among the four skills, more than 70% students rated themselves as basic in speaking and

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listening. It indicated that they felt incompetent in communicative skills. The result also showed that 68% students learnt and accessed the information for course through the course website. The participants strongly agreed or agreed over the benefits of ICTs to the improvement of listening (75.9%), speaking (46.2%), and vocabulary (40%), but strongly disagreed or agreed over the positive effect of technology on improving their reading (31.5%), writing (32.8%), and grammar skills (41.7%).

The similarity with this research is both of the researchers would like to find out the correlation between students' perception on using ICT and students' language learning. The difference is about location, population and the number of variables.

- b. Blanka Klimova and Petra Poulouva on 2014 entitled "*ICT As A Motivational Tool In The Learning of Foreign Languages*". This study aims to determine the influence of using ICT to improve students' motivation in learning foreign languages. The design of this research was survey research. The results of the study show that there was a significant increase of motivation from the students among 9 to 15 years old while their teacher taught by video conference and in this occasion is Skype. The similarities with this research are both researchers used ICT as X variable and the research design. On the other hand, the difference is that Klimova and Paulova used two variables on their research which are using ICT as X variable and motivational tool in learning foreign language as Y variable.



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- c. Khaled Ibrahim Al-Nafisah on 2015 made a research entitled “*Designing A Computer Assisted Language Learning (CALL) Program and Measuring Its Effect on Saudi EFL Learner’s Achievement in English*”.

The researcher investigated the differences between the use of computer assisted and traditional method in teaching the EFL learners. He stated that using the technology has many advantages which abbreviated as CALL. It motivated the unconfident students to feel free on their own student centered environment. This is because the computer facilitates the user to access the content analysis, keyword recognition, syntactic categories and the covert the printed language to the communicative one. The researcher was using the CD ROM as a facility, in using CALL which contain questions and explain the answers.

The similarity with this research is that both of the researchers would like to identify about the use of ICT in the classroom which categorized as X variable.

The difference is that Khaled Ibrahim used an experimental research. He designed a software which burned on the CD ROM to find out the students’ ability on English skills.

- d. Kumar Mishra on 2013 made a research entitled “*The Innovative Media to Explore English Language Learning Skills as an Outlook to Linguistic Approach*”. The researcher stated that social media had already become teenagers’ trend. Social media has made the communication and information faster and more convenient. The teenagers tend to have a



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choice by using social media. Many of the teenagers learn to interact with foreign people by using social media.

The similarity with this research is that both of the researchers would like to find out the correlation between the use of ICT to students' learning skills especially in listening and speaking skills. Manish Kumar prefer to find the students' perception after they used social media to help their listening and speaking skills.

The difference is about the time, location and population of the research.

- e. Dang Hoang Tri on 2014 conducted a research entitled "*An Explanatory Study of ICT Use in English Language Learning Among EFL University Students*". The researcher wanted to find out the students' perception about the use of ICT in English language learning among Vietnamese EFL university students. The result showed that more than half of the participants (55%) claimed that they spent more than twenty hours to ICT usage for non-educational purposes in a week. For the learning purposes, the result showed that the most frequent usage was for using online dictionaries (97.3%), and listening practice (96.1%), followed by searching for English materials on the Internet (90.5%) and using Google translation (89.2%). The majority of the participants used ICT to practice their language skills including speaking with 83.9%, writing with 81.9%, and reading with 73.3%. Generally, most of the students had giving positive perceptions on ICT usage for English learning.

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The similarities with this research are both of the researchers wanted to find out the students' perception and habit in using ICT and to find out whether there is any significant effect to students' skill in English learning.

The difference is that the researcher here is just focused to listening and speaking skill while Doang Hoang Tri focused on general use of ICT in English.

- f. Samadi, Fatameh, Mojtaba Maghsoudi and Fatameh Aziz Mohammadi on 2014 conducted a research entitled "*The Impact of CALL Technology on Improving Iranian Female High School Students' Speaking Ability*". The researchers wanted to find out the English proficiency level of the Iranian female students. They used Nelson Language Proficiency Test which includes 50 questions about grammar, vocabulary and reading comprehension. Then, they taught the new materials by using computer and in this case, they used a web based application. The researchers made a group discussion through a web based application and after one week treatment, speaking test as a post test administered to two groups. The result of this research is that the hypothesis has been accepted.

The similarities with this research are both of the researchers prefer to ICT used as X variable, speaking as Y variable and made a test for students' English proficiency level. The researchers are also have the same research design.

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The difference is that Fateh Samadi undertake the research for female students because in Iran, the female students are more introvert than the male students.

- g. Susana Gomez Martinez on 2010 made a research about the effect of ICT in listening comprehension. In teaching and learning foreign languages, it is precisely the listening skill one of the most difficult to teach and acquire, and that is why its proficiency levels tends to be very low. She used a sample of web-based for teaching and practicing the listening comprehension. The students can save the files on their devices (memory sticks, mp3 or mp4 players, mobile phones, ipods, etc). It will let them practice the language wherever they can.

The similarities with this research are both of the researchers promote the ICT benefits as a tool to practice listening. The difference is about the sample, while Susana prefer to made a research for teachers while in this research prefers to students' perception in using ICT on their listening and speaking skills.

- h. Farid Medoukali on 2015 with the research title *Developing EFL Learners' Listening Comprehension through YouTube Videos*. The best way for EFL learners to practice better on their listening and speaking abilities is through the exposure to videos that contain native English speakers. Watkins and Wilkins suggest a number of activities that can enhance the learner's listening and speaking abilities through the use of YouTube videos. The research had been using qualitative method in order

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to reach more satisfying answers. A Questionnaire is used for both teachers and students with random selection from the second year of English language at the University of Mohamed Kheider in Biskra in order to have an idea about the participants' attitudes towards the use of YouTube videos to develop the listening comprehension.

- i. Melor MD Yunus on 2013 had a research with the title *Language Learning via ICT: Uses, Challenges and Issues*. It was about the students' perception of ICT in general. The findings showed that ICT was not widely used by the students in the purpose of learning English, as averagely students only spent 1-2 hours weekly on learning activities. There were a large number of students reported that they did not use the activities most of the time such as writing blogs in English (75.8%), reading English newspaper online (72.7%), search for English of English essay (63.6%), search for English past year examination questions (59.1%) and practice for grammar exercises as well as practicing vocabulary exercises (54.5%). In greater detail, 21.3% of the sampled students reported minimal use (ranging from less than an hour and 1-2hours) of ICT in writing blogs in English. Only 1.5% reported used 6-10 hours and 11-15 hours.

The similarity with this research is that both of the researchers would like to find out the students' perception on using ICT to improve their English skills.

The difference is that about location, time and place of the research.

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j. Rathnasena, Dodantenna and friends made a research on 2013 about the effect of ICT to enhance English learning skills especially on listening and speaking skills. The study employed both qualitative and quantitative methods to interpret and analyze the data collected from the pre and post listening test, a questionnaire study on a total number of 100 Communication Skills (CS) students from SLIIT. The experiment was conducted in the CS class room of SLIIT. The teaching system contains two sections in connection with Listening and Speaking. The Listening and Speaking part of ELS mainly offers two forms of exercises: listening exercise, and oral exercise. There is ELS course companion, listening CD/DVD, and text book, which are coherent, inter-related entities enabling the learners' use of multimedia facilities to the fullest while the teachers act as facilitators. Facilities used by the students include internet, e-mail, newspaper and magazine, CD/VCD/DVD and TV set. The result shown that the ESL learners can practice their listening and speaking skills at their own place and time. It makes the students are more confident and competent thus proving the effectiveness of integrating ICT into the learning environment of the ESL classroom.

The similarity with this research is both of the researchers made a questionnaire to find out the students' perception on using ICT to help their listening and speaking skills. The difference is about the sample, location and design of research where the researcher is made a

correlational while Rathnasena was using both of qualitative and quantitative research.

## II.6 Operational Concept and Indicator

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variable used in analyzing the data. There are three variables in this research;

- a. The influence of using information, communication and technology (ICT) as independent variable (X)
- b. The students' listening comprehension as dependent variable ( $Y_1$ )
- c. The students' speaking ability as dependent variable ( $Y_2$ )

Based on the statements above, the indicator of each variable in this research can be seen as follow:

**Table II.1 The Variables and Indicators of ICT Perception**

Variables	Indicators	Item
1. The Use of ICT	1.1 Knowledge competencies	
	1. Students are having expertise in identify ICT	1,2 5,17
	2. Students are having an appreciation on potential ICT function in daily life	4,9
	3. Students are having base knowledge in using ICT	3,16

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<p>4. Students are able to distinguish between real world and virtual world</p> <p>1.2 Skill competencies</p> <ul style="list-style-type: none"> <li>• Students are able to use applications and features on ICT, such as visual applications, audio applications and visual-audio applications.</li> <li>• Students are able to access and browsing through the internet, finding materials using certain keywords, etc.</li> <li>• Students are able to process and collect the electronic data</li> </ul> <p>1.3 Behavior competencies</p> <ul style="list-style-type: none"> <li>• Students are having expertise in using ICT on individually and teamwork</li> <li>• Students are responsible in using technology and having sensitivity level in securing the use of internet</li> </ul>	<p>6,7,18,19</p> <p>8,15</p> <p>10,11,14</p> <p>12,13</p> <p>20</p>
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For the listening and speaking test, the research made an evaluation based on the TOEFL Longman Test by Phillips. The assessment of listening and speaking includes :

**Table II.2 The Variabels and Indicators of Listening Comprehension and Speaking Ability**

Variabels	Indicators
2. Listening comprehension	2.1 Conversation <ul style="list-style-type: none"> <li>• Students are able to determine the vocabulary meaning based on its context or imply meaning of the word</li> <li>• Students are able to find the general and specific information</li> <li>• Students are able to identify the situation or the place where the dialog take place</li> </ul> 2.2 Spoken text or academic lecture <ul style="list-style-type: none"> <li>• students are able to get the main idea/ topic of spoken text/ academic lecture</li> <li>• Students are able to find the general and specific information</li> <li>• Students are able to identify the identify the reference</li> </ul>
3. Speaking Ability	3.1 Pronunciation <ul style="list-style-type: none"> <li>• The students could make a proper</li> </ul>



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	<p>pronunciation of words and sentences.</p> <ul style="list-style-type: none"> <li>• Students are able to pronounce words and sentences correctly.</li> </ul> <p>3.2 Grammar</p> <ul style="list-style-type: none"> <li>• Students make less error on grammar and word order.</li> </ul> <p>3.3 Vocabulary</p> <ul style="list-style-type: none"> <li>• Students are able to use vocabulary and make idioms just like native speaker</li> </ul> <p>3.4 Fluency</p> <ul style="list-style-type: none"> <li>• Students are able to identify the types of sentences that could determine the type of intonation.</li> </ul> <p>3.5 Comprehension</p> <ul style="list-style-type: none"> <li>• Students are able to understand and express their ideas without any difficulties.</li> </ul>
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## II.7 The Assumptions and Hypothesis

There are some assumptions of this research based on the problems and the phenomenon happened in the Islamic University of Riau; the first is using information, communication and technology influence significantly on students' listening comprehension, and the second was using information, communication and technology influence significantly toward students' speaking ability, and the last is using information, communication and technology influence significantly toward students' listening comprehension and speaking ability.

Then, there are three hypotheses in this study. These hypotheses based on the theories stated in this research quoted from some researches before. The hypothesis can be read in the statements below:

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Ha1: There is a significant relationship between the uses of ICT and students' listening comprehension at Faculty of Engineering in Islamic University of Riau.

Ha2: There is a significant relationship between the uses of ICT and their students' speaking ability at Faculty of Engineering in Islamic University of Riau.

Ha3: There is a significant influence of using ICT on students' listening comprehension and speaking ability at Faculty of Engineering Islamic University of Riau.