

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Concept of Listening Comprehension

a. Definition of Listening

Listening is one of English skills that must be mastered by English students. For most students, listening is supposed as a difficult activity because they can't decode messages or meanings from what they hear. According to Underwood, listening is the activity of paying attention to and trying to get meaning from something listeners hear.¹ She adds that the listeners have to work out what speakers mean when they use particular words in particular ways on particular occasions.²

Moreover, Nunan describes that listening is an active, purposeful process of making sense of what listeners hear because listeners process not only what they hear but also connect it to other information they already know.³ Therefore, listening comprehension needs background knowledge of listeners in order to construct appropriate meanings.

¹ Mary Underwood, *log. cit.*

² *Ibid.*

³ David Nunan, *Practical English Language Teaching*. McGraw-Hill.2003. p.24

In addition, Howatt and Dakin explain that listening is the ability to identify and understand what others are saying including understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning.⁴

Listening comprehension has often been seen as a passive activity. It is on contrary, an active process in which the listener must discriminate among sound, understand words and grammar, interpret intonation, and other prosodic clues, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort.⁵

It can be inferred that, listening is the way of learning the language. It is an important skill because through listening the listener can get some information that she or he wants to know.

b. Types of Listening

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One face the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve

⁴ Saricoban, Arif. "The Teaching of Listening". The Internet TESL Journal. Vol. V, No. 12, December 1999. Retrieved on March 19th, 2012 from <http://iteslj.org/Articles/Saricoban-Listening.html>

⁵ Wm. R. Holden. *Facilitating listening Comprehension Acquiring Successful Strategies[Electronic Version]*, 2004, , p. 1. Retrieved on March 23th, 2012 <http://www.library-nu.com>

impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.⁶

So, there are two types of listening:⁷

- 1) One-way listening is listening that only focuses on transferring information or it can be called as transactional listening.
- 2) Two-way listening is listening that focuses on maintaining social relations called as interactional listening.

Traditionally listening is associated with transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in formed older listening materials. While this is fine if we relate primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.

⁶H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents, 1994, p. 235

⁷I. S. P. Nation and Jonathan Newton, *Op. Cit.*, p. 40

In addition, Nunan cited in Brown divides two types of spoken language that should be known before planning listening instruction. They are as follows:⁸

1) Monologue

In monologue the listener does not require to respond to message. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten materials or unplanned such as description of something, emergency announcement, etc. Monologue is an example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.

2) Dialogue

Dialogue involves two or more speakers and can be subdivided into those which exchange expressions that promote social relationship (interpersonal) and those which purpose is to convey propositional or factual information (transactional). Both types of dialogues can be between or among familiar people or unfamiliar. Dialogue requires listeners to respond to what is being communicated. The goal of dialogue is to develop interaction

⁸H. Douglas Brown, *Op. Cit.*, p. 237

among people. The listener communicates something back to the speaker. For example, greetings between friends, a discussion at a business meeting, and giving or receiving instructions at work.

c. Types of Listening Activities

Ur suggests considering different types of activities to help students to improve their listening comprehension skill. They are as follows:⁹

- 1) No response, the learners do not do anything in response to the listening; however, facial expression and body language often show if they are following or not. For examples, stories, songs, and entertainment: films, video, theatre.
- 2) Short responses, for examples obeying instructions, ticking off items, true/false, detecting mistakes, cloze, guessing definitions, skimming and scanning.
- 3) Longer responses, for examples, answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- 4) Extended responses, the listening is only a jump-off point for extended reading, writing, or speaking. In other words, these

⁹ Penny Ur, *Teaching Listening Comprehension*, London: Cambridge University Press, 1984, p. 51- 148

are combined skills activities. For example, problem-solving and interpretative listening.

d. Characteristics of Real-Life Listening Situations

According to Ur, there are some characteristics of listening situation as follow:¹⁰

1) Informal spoken discourse

Most of the language speakers speak informally and spontaneously. It means, most of them speak naturally rather than reciting from memory. There are various features of informal speech:

a) Brevity of chunks

Taking turn to speak, usually in short turns of a few seconds each.

b) Pronunciation

The pronunciation of words is often slurred, and noticeably different from the phonological representation given in a dictionary. For example, *can't*, in English for *cannot*, which have made their way even into the written language.

¹⁰ Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge: University Press, 2003, p. 106-107

c) Vocabulary

Vocabulary is often colloquial, for example, the use of word *guy* where in writing it should change into *man*.

d) Grammar

Informal speech tends to be somewhat ungrammatical, such as utterances do not usually divide neatly into sentences, a grammatical structure may change in mid-utterance, and unfinished clauses are common.

e) Noise

There will be a certain amount of noise that makes the words which are said unclearly, like bits of the discourse that are unintelligible to the listener.

f) Redundancy

The speaker sometimes makes redundancy in conveying the message. It includes repetition, paraphrase, self-correction, glossing with utterances in parenthesis, etc.

g) Non-repetition

The discourse will not be repeated verbatim. It is heard only once, even though this may be compensated for by the redundancy of the discourse.

2) Listener expectation and purpose

A purpose should be given to the students before listening to something. The students should know about what is going to be said, like what is the topic or who is speaking. Their expectation of what they hear should be relevant with their purpose.

3) Looking as well as listening

Listening is usually done by looking at something and link it to what is being said.

4) Ongoing, purposeful listener response

The listener is relatively rare to listen to extended speech and respond only at the end. The responses are normally directly related to the listening purpose, and are only occasionally a simple demonstration of comprehension.

5) Speaker attention

The speakers usually direct their speech at the listener, take the listeners' character or intention into account when speaking, and often responds directly to their reactions, whether verbal or non-verbal, by changing or adapting the discourse.

e. Listening Processing

In listening, students as listeners use different processing to comprehend what they are listening to. The processing are bottom-up, top-down, and interactive processing. According to Richards, the processes are as the following:¹¹

1) Bottom-Up Processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that are analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

2) Top-Down Processing

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 requires for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge

¹¹Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice [Electronic Version]*, 2008, p. 4-5. Retrieved on March 23th, 2011 <http://www.library-mu.com>

in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them.

3) Interactive Processing

Additionally, John and Miller explain that interactive process involves both bottom-up and top-down processing.¹²

Listening comprehension is the result of the interaction between both processes.

f. **Characteristic of Listening Comprehension**

In listening comprehension, listeners are to understand catch the ideas of what they are listening to. In addition, listening comprehension is not only an activity to listen to the speakers but also try to get the message from what is being said. In this case it usually needs good coordination between ears and brain.

Listening comprehension is the process that starts began the receiving news analyzed in sound, words, clauses, and sentences until getting message of the speaker¹³. Therefore, the listeners should use their brain and their basic knowledge for listening

¹²John Flowerdew and Lindsay Miller, *Second Language Listening: Theory and Practice [Electronic Version]*, 2005, p. 26. Retrieved on March 23th, 2012 <http://www.library-nu.com>

¹³Richard in Mardhatillah. *A study on the sixth semester students' ability in listening comprehension after viewing video programs at the English study program FKIP-UNRI*. 2007. p. 7 Unpublished

comprehensively.¹⁴ It clears that the students should be active listeners while listening to English by having good hearing and basic knowledge such as grammar and vocabulary to understand the speakers' statement. Active listening means that we really listen to what our interlocutors are saying.

We can draw a conclusion that listening comprehension is an active process where the listener should know what the topic is, what happens, meaning of the talk, the character, where the story happen, when the story happen, what the tense is.

g. Factors Influencing Students' Ability in Listening Comprehension

According to Goh, there are twenty factors that influence students' listening comprehension. These factors are organized into five categories according to their common characteristics.¹⁵

1) Text

It is divided into eight factors:

a) Phonological Modifications

¹⁴ Marry Underwood, Op. Cit, p.4

¹⁵ Goh in Ayu Yolanda Putri, The Use of Semantic Mapping Strategy Toward Listening Comprehension of The Second Year Students at SMAN 3 Pekanbaru, 2011 UIN

It includes stress, strong form, weak form, intonation incomplete plosive consonant, affricate consonant, syllable and etc.

b) Vocabulary

It is a main factor in listening comprehension. It includes English idiom, jargon, and academic terms.

c) Speech rate

Speech rate is the slowness or speedness at which words are produced. It affects students' comprehension about the listening material. The use of speech rate in listening material should be suitable to the students' level.

d) Type of input

Type of input means what kind of material given to the students, such as news, announcement or conversation.

e) Sentence length and complexity

Sentence types, such as simple sentences or long complex ones with embedded clauses. Listening material not only includes short conversation, but also includes long conversation.

f) Visual support

Sometimes visual aids, like pictures, handouts, captions, subtitles are necessary to support the students in comprehending listening material better.

g) Signposting and organization

The presence of macro and micro discourse markers.

h) Abstract and non abstract topic

Abstract topic deals with concepts compared with those that describe events, people, or objects.

2) Speaker

a) Accent

It is related to where the speaker comes from, like American accent, British accent, Australian accent, etc.

b) Competence in speaking

It includes the speakers' fluency, ability to interest listeners, command of English, and pronunciation.

3) Listener

a) Interest and Purpose

It is related to whether the information is crucial to the listeners or not. It should also generate the students' interest.

b) Prior knowledge

It is the students' previous knowledge or experience about topic that will be heard.

c) Physical and psychological states

It includes fatigue, nervousness, anxiety, impatience, feeling relaxed and calm.

d) Knowledge of context

A general sense of what the spoken input is about. Students should have understand how to get the main idea when one topic shows up.

e) Accuracy of pronunciation

Teacher should consider the pronunciations that will be heard by the students because it can disturb students to comprehend listening material.

f) Knowledge of grammar

Students have to master kinds of grammar to make them easy in understanding the topic.

g) Memory

Memory is the ability to retain what is heard or processed. A good memory can help students to memorize information from the speaker.

h) Attention and concentration

The ability to direct one's attention to the task at hand, and not to be distracted or discouraged when understanding is not immediately forthcoming. Students need full concentration and attention during listening activity, and teacher should make the classroom far from noisy.

4) Task

Sufficient time available for processing

It means that the available of time between processing one part and the next part. Teacher should give exercises to the students how to use the limited time to comprehending listening material.

5) Environment

Physical conditions

Physical conditions means condition around students where the listening process occurs. It includes the noise, the b acoustics in a room, the loudness of input, the temperature, etc.

h. Aspect of Listening Comprehension Test.

According to Gary Buck there are some aspects of listening comprehension test, they are:

- 1) Knowledge of sound system: would just include those relevant aspects of grammatical knowledge, namely phonology, stress and intonation
- 2) Understanding local linguistic meaning: would include the whole of grammatical knowledge- not only phonology, stress and intonation, but also vocabulary and syntax, as well as the ability to use that knowledge automatically in real time
- 3) Understanding full linguistic meaning: would include the grammatical knowledge plus discourse knowledge and would require understanding longer text
- 4) Understanding inferred meaning; would include grammatical knowledge, discourse knowledge, and pragmatic knowledge,
- 5) Communicative listening ability: would include grammatical knowledge, discourse knowledge, pragmatic knowledge and socio linguistic knowledge; that would be communicative language ability¹⁶

¹⁶ Gary Buck, *Assesing Listening*, Cambridge University Press. 2001. P.105

2. Concept of Audiovisual

a. Definition of Audio-visual Media

According to Usman Audio media related to the sense of hearing, where the message set forth in the auditory emblem¹⁷. Whereas according to oxford visual is connected with seeing or sight¹⁸. Then Arsyad said that visual media plays an important role to facilitate student understanding¹⁹. Audio-visual is similar to utilization hearing sense and seeing sense equally in once directional.

b. Using Audiovisual Media

South African Management Development Institute (SAMDI) explains Audio-visual aids are training materials which use a combination of vision and sound to aid learning, e.g. a video or DVD. Visual aids can be still pictures²⁰. It can be drawings, paintings, photographs, maps, graphs, posters or moving pictures (films, television, videos, and computer animations).

While watching a video, the person is exposed to both audio and visual inputs. Visual material gives the impact for students' listening comprehension. Implementation video in class session gives support to their learning process. Latte and William has said

¹⁷ Basyiruddin Usman, *Media Pembelajaran*, Jakarta, ciputat pers,2002. P.83

¹⁸ Oxford, *Learner's pocket dictionary fourt edition*, University Press, 2008. P. 495

¹⁹ Azhar Arsyad , *Media Pembelajaran*, Jakarta, Rajawali Pers,2011.p 91

²⁰ South African Management Development Institute (SAMDI).Op cit P.34

that the advantage using video in classroom is that students have the opportunity to observe more authentic material²¹. Borrás and Lafayate in Winke Paper explained that audiovisual materials enhanced with captions are powerful pedagogical tools that are believed to help improve L2 listening and reading comprehension skills²². Video materials are excellent way to exposing language learners to language used in a wide variety of context because of the variety of selection available.

We can see that many things we can get to support audiovisual media. Usman said audiovisual can be the form of sounding film, live picture and television²³. Luttes and William also added, By using video, especially in the form of episodic of television, commercial or movies scenes the level of authenticity can be added to what the students are learning. This is accomplished by allowing students to see aspects of communication such as body language, gestures, context clause, and cultural symbols etc²⁴. According to Wright (1976:1) in Chakir journal education technology said that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have

²¹ Luttes and William, Op.cit,p.5

²² Winke Paula, at all. Op cit

²³ Basyiruddin Usman. Op cit, p. 95

²⁴ Luttes and William, *Using video in ESL classroom*. Op cit. p.5

positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, a learner uses his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means²⁵. Many forms that is used to support audiovisual media in teaching process can guide students' understanding well because by giving model or real object give positive contribute the students to comprehend the material easier. Employing audio-visual we can as feel wherever we are. It is not only at school but also in daily life such home, office etc. It depends on how we use it.

c. Some General Rules for Using Audiovisual

When we use any audiovisual aids in teaching process, remember the following:

1. Make sure everyone can see the visual aid
 - a) Words and pictures are easy to see?
 - b) Is it large enough for the whole group to see? (Never present a visual that you have not checked out for visibility in a venue of the same size.)

²⁵Dr. Ismail Chakir. *The Use Of Video As An Audio-Visual Material In Foreign language Teaching Classroom*. Kırıkkale Üniversitesi, E itim Fakültesi.2006.p.67.

- c) Are you standing in front of the visual aid?
 - d) Is anything blocking the view of anyone?
2. Words and pictures should be simple and easy to understand
- a) Is the visual aid easy to understand?
 - b) Have charts and graphs been simplified as much as possible?
 - c) If it requires a lot of explanation is it really necessary or useful? ²⁶

The consideration before using video is very necessary to successful in learning process especially in teaching listening skill.

B. Operational Concept

Operational concepts is a concept that guides the reader to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variable. Syafi'I explains that all related theoretical frameworks can be operated in the operational concept²⁷

There are X and Y variables in this research. The X variable or independent variable is Audiovisual Media. Audiovisual consists of sounding film. In other hands, the Y variable or dependent variable is listening comprehension.

²⁶ South African Management Development Institute (SAMDI). Op cit P.37

²⁷ M. Syafi'I, *from Paragraph to a Research report: A Writing of English for Academic Purpose*, Pekanbaru: Lemabaga Bimbiangan Belajar Syaf Intensive (LBSI), P. 122

1. Indicators of variable X²⁸:
 - a) Film can attract children's' interest
 - b) Real and authentic
 - c) appropriate the maturity level of the audience
 - d) unity and orderly sequence
2. Indicator of variable Y²⁹
 - a) Students are able to comprehend the expression asking, giving and refusing things.
 - b) Students are able to comprehend accepting and interpreting the services
 - c) Students are able to comprehend expression asking, accepting and refusing invitation

C. Relevant Research

To avoid the same title used in this research, the writer presents the relevant research which is done in the previous research. This research was conducted by Kornelius Ujang Sabinus at Teacher Training And Education Faculty Tanjungpura University Pontianak in 2013 entitled "Increasing Students' Listening Comprehension By Using VOA: Special English Video". He conducted the research at SMK Mandiri Pontianak. The data of this research were collected by measurement technique. The researcher used written test as a tool of data collecting and the sample of this research was 37 students of Accounting Class B. Based on the analysis of the students' test result, the writer

²⁸ Basyiruddin Usman. Op.cit,p.98

²⁹ Silabus Berkarakter SMP1 Bangkinang, second year. Unpublished

describe the qualification of the students' score of the t-test (11.60) which was higher than t-table (2.402) on the level of significance 5%³⁰.

D. Assumption and Hypotheses

1. Assumption

In this study, the writer assumes that

- a. Media audiovisual give the contribution toward students' listening comprehension
- b. The students' listening comprehension is influenced by several factor

2. Hypothesis

Ho : There is no contribution of using audio-visual media toward students' listening comprehension of the eighth grade at State Junior High School 1Bangkinang

³⁰ Kornelius Ujang Sabinus. *Increasing Students' Listening Comprehension By Using VOA: Special English Video*. Teacher Training And Education Faculty Tanjungpura University Pontianak.Pontianak.2013