

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter divided into six sub headings. They are the definition of listening, the definition of teaching listening, the definition of teaching media, the definition of voice note, and the previous study.

2.1 The definition of Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which was she calls enabling skills.

Listening is one of the important skills in English ability. Brenda Ueland (1998) said that listening is a magnetic and strange thing, a creative force. It means that listening gives a big influence to other skill such as speaking, writing, and reading. If the students good in listening, they will easy to catch what other says and of course they have to give feedback to respond. Listening is an important skill for students of a second language (L2) to master as part of learning to effectively communicate in that language (Deunkel, 1991;Lund, 1991;Rost, 2002; Rubin, 1994). Listening, as defined by the ILA (International Listening Association) is the active process of receiving, constructing meaning form, and responding to spoken or nonverbal messages. It involves the ability to retain information, as well as to react emphatically to spoken or verbal messages. When

listening, students receive stimuli such as music, words, or sound in the ear, where the smallest bones in the body translate the vibrations into sensations registered by the brain. While the brain recognized the sounds, students immediately know what the meaning is. Then students interpreted message in short term memory for immediate use or in long term memory for future (Janusik,2005).

When memory is working, information that students hear will be sent to either short term or long term memory. Long term memory is everything we know and know how to do (Orey, 2001, para. 7). This information is combined with new information, organized in a way that makes sense, and the stored until it is needed (Eggen & Kauchak, 2013). Long term memory is permanent storage place for information. Long term memory does not have limitations quantity duration or information. It is really different with short term memory. Short term memory is a temporary storage place for information. All of students use short term memory to retain thoughts that they want to use immediately, not for future reference. Short term memory is limited in both quantity of information and length of the time information is retained (Miller, 1994). Short term memory is limited to 7 bits of information. A bit means the organization unit of information including sounds, letters, words, or sentences. If students try to force remembering more than 7 or 8 bits of information, short term memory will overload and students begin to forget. Short term memory limited only 20 seconds duration while listening. Unfortunately, many listeners rely too much on short term memory when listening. Therefore, there have to be a technique which can assist them to understand the whole idea during listening process.

2.2 Teaching Listening

Vandergrift (2004) classified listening based its research field into four types of listening: (1) academic listening; (2) bidirectional listening; (3) narrow listening; (4) listening to train ear. Only the first type of listening, listening activity in academic, is the concern of the study. However, listening in academic setting does not mean that the materials used in listening comprehension activities are set apart from real life listening situation. As mention above, the characteristic of spoken language should be taken into consideration or in other words listening comprehension as a part of language learning needs to include these characteristic of real life spoken text into the materials and activities. In fact, Vandergrift conclude that authentic text should be made more accessible in the early stages of learning a language so that the process becomes more relevant and interesting for learners. Similarly, Brown (2001) and Nunan (2004) also suggest authentic listening practice as one of the stages of listening comprehension activities.

In the process of language learning, the four language skills are integrated each other. However, Agustien (2004:11) states that at every stages of language learning we need to start from spoken language i.e. listening and speaking, and gradually move to written language i.e. reading and writing. Furthermore, in the stage of spoken language, it begins with listening then goes on with speaking as Brown argues that it is through reception a learner internalize linguistic information without which he cannot produce language (Brown, 2001: 247).in other words, listening is at the initial stage of language learning which set the foundation of communicative competence. Therefore, listening comprehension in the setting of language learning as the initial stage of language is expected to be

done frequently. Agustine (2004:6) indicates that learners at the early stage of language learning are expected to do a lot of listening. Thus, it is fair to say that listening has an important role in language teaching and learning. In fact, Vandergrift states that is now generally recognized that listening comprehension plays a key role in facilitating language learning (Vandergrift, 1999). Likewise, Brown (2001: 247) recognizes the importance of listening in language learning which can hardly be overestimated.

Brown (2001) suggests six types of classroom listening performance. The first type of classroom listening performance is reactive in which a learner listens to the surface structure of an utterance for the sole purpose of repeating it back. The second type is intensive whose only purpose is to focus on components of discourse. The third type is responsive which consists of short stretches of teacher language designed to elicit immediate responses. The fourth type is selective whose purpose is not to look for global or general meanings but to be able to find important information in a field of potentially distracting information. The fifth type is extensive whose aim is to develop global understanding of spoken language. The sixth type of classroom listening performance is interactive which includes all five of the above types.

Listening comprehension, however, is not always in the classroom activity in the sense that it might serve another purpose. Along with facilitating understanding of spoken discourse, as Richards (2008) indicates, listening comprehension is providing input which triggers the further development of second language proficiency. As a matter of fact, the aim of the present curriculum is to develop English communicative competence as life skills

(Agustien, 2004). Therefore, it has to be given proper attention that listening comprehension would not only be a classroom activity for the learner but also the exercises listening skill could be developed.

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too exclusively with theories without thinking about their application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions (Fan Yagang). It is essential for a teacher to have an overall understanding of what listening is, why it is difficult for foreign-language learners, and what some solutions may be. Therefore, the teacher has to bridge the gap between an analysis of listening and actual classroom teaching. The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, gadget, and situations familiar to the student. Also, in a spontaneous conversation speakers frequently change topics.

In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc. If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, as well as slang, voice notes by hand phones, etc. Students who have been exposed mainly to formal or bookish English may not be familiar

with these expressions. It means that the students will enjoy and easy to receive listening comprehensions and addiction to learn listening.

2.3 Teaching Media

The teaching of media in school is a very complex activity that requires specific strategies. Often the use of technology is synonymous with innovation in the practice of teaching, as if the media were good in its self. It is useful instead to check whether the introduction of an experience of media education in schools has resulted in real progress in education. Use of the media in the school changes traditional teaching. Teachers also have to work very well on the organization of this teaching method.

The overall objective is to increase students' understanding of the media, how they work and for the interest of whom, how they are organized, how they produce meaning, how they represent reality and how these representations are interpreted and by whom. (Masterman, 1985).

The use of media urges teachers to move from teacher-centred lectures to more open ways of teaching such as collaborative work, learning communities, workshops, problem-solving sessions. Teachers must be able to choose the most appropriate educational model according to the educational goals they seek, they must be able to switch from a direct teaching practice to a new one based on the constructivist approach (Calvani, 2008).

The most important goals of media education (Buckingham, 2003) are the ability to foster student's self expression with the media and the critical thinking about the media. This is rather controversial because creativity and critical skills require less teacher control and greater autonomy of the students. In particular

when it comes to media production and media analysis. The teacher's guide is important to give shape to students' work, for example in making a conversation, but at the same time it must guarantee a certain expressive autonomy to students.

The objectives of the curriculum are not only to make students familiarize with the different aspects of the media language, the technologies employed, and the singularity in the production in learning English.

Each new technology introduced at school has created new enthusiasm and great expectations. Today we can see bored students in front of a projection as they are much more interested in their mobile phones. This suggests that technology itself doesn't raise much interest but it's a combination of phenomena defined as *Hawthorne effect*, improvements are then visible until a magnifying glass highlights the latest news, afterwards addiction brings innovation back to routine (Luciano Di Mele).

2.4 Voice Notes

Voice notes are application in cellular phone (smartphone) for send a message to the other person that has a cellular phone (smartphone). Voice Note is a record and store short voice messages that can play back at any time. Many phones with this feature also let you record parts of phone conversations in progress. Some phones have dedicated voice-memo/voice-note button to active the feature. Voice notes need internet access in cellular phones to use it.

This currently includes but is not limited to the internet, cellular phones, interactive television, computer games, and virtual worlds (Jessica K. Parker:2010). Cellular phone is a technology of new media that has preferred many people, from a young man until adult. They have been using it in their daily

life. As new technologies are integrated into our daily lives, they become part of our everyday experiences and, as the years go by, are viewed as commonplace and unoriginal – almost invisible as a technology (Jessica K. Parker:2010).

2.5 Previous Study

In this research, the researcher includes review of previous studies to show the differences among the studies. In this occasion, the researcher use 3 kinds of previous study about the implementation of voice note in teaching listening comprehension to the seventh grade of junior high school.

The first previous study is by Takeshi Ikeuchi 1998 entitled “Listening Comprehension and the Use of Audio-visual Aids at Home of A Case Study at a High School.” In his research, he conducted observation to study the listening skills. The data is collected using experiment because he wanted to give evidence. Listening skills were generally related to the students’ home use of audio visual aids. He also showed the result that suggests students’ listening skills would greatly improve with their positive use of aids of campus under the teachers’ appropriate guidance.

The second previous study is by Musa Aditya 2012 entitled “The Implementation of video in teaching listening comprehension of procedure text to the ninth grade students of SMP KR. BETHEL SULUNG 3 SURABAYA” in his research, he conducted observation and the data by using experiment, because he wanted to know the effectiveness of using video as media in teaching listening and find out the improvement of students’ listening ability after the video is used as media in characteristic of procedure text material.

The Third previous study is by Moonyoung Park 2010 entitled “Task-Based Language Learning and Teaching with Technology”. This research focuses on recent research rather than practical guidelines. The potential synergy between task-based language teaching and learning and the use of computer technology investigating language learners’ real-world target tasks in Computer Assisted Language Learning (CALL) has been highlighted by recent research. Task-Based Language Learning and Teaching with Technology is written in a very accessible style although those without TBLT and CALL background may have some difficulty with the various theoretical and technical abbreviations. One of its primary advantages is that it explores highly diverse environments and practices incorporating cutting edge technologies with language learning and teaching.