

CHAPTER II

THEORETICAL REVIEW

A. Listening Skills

1. Definition of Listening

Many people feel that listening makes easier to learn something including learning about language. With listening, we can know the sound of certain alphabet. “Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language.”¹ When we are trying to make communication, we are as learner demanded to have good listening, in order to receive the message as clearly as possible. So the communication seems easier.

Recall that communication is the process of creating shared meaning. So to be effectived. The speakers must present messages clearly and compellingly and listeners must accurately interpret what is said. People sometimes make the mistake of thinking that hearing and listening are the same thing, but they’re

¹ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York and London: Routledge, 2008), 38.

not. Hearing is a physiological process. Listening, on the other hand, consists of complex affective, cognitive, and behavioral processes. Affective processes are those that motivate us to attend to a message. Cognitive processes include understanding and interpreting its meaning. Behavioral processes are those related to responding with verbal and nonverbal feedback. Listening is important because studies show that, even when we factor in the use of technology such as social media, email, and texting, listening is still “the most widely used daily communication activity.”⁴ Not only that, even when we try to listen carefully, most people remember only about 50 percent of what they hear shortly, after hearing it and only about 25 percent 2 days later. Some suggest this is getting even worse in this age of technology-enhanced communication.² So that’s why listening should be mastered by everyone. It can be achieved through intensive study.

Listening is a process, a very complex process.³ Because all of skill were in listening, when listener in listening process of

⁶Verderber, Rudolph F., Kathleen S. Verderber, and Deanna D. Sellnow. *The challenge of effective speaking*. Cengage Learning, 2011), 44.

³ Gary Buck, *Assessing Listening*,(United Kingdom: Cambridge Pres, 2001), 1.

course they will listen what speaker said, read the text, write the answer, and speak what they heard about the pronunciation, but there is a big difference between hearing and listening, while listening is a complex combination of hearing, seeing, comprehending, and interpreting communication.⁴ Based on the explanation above listening. When listening, one has to be able:⁵

1. Recognize sound, words, and phrases
2. Get the general idea, remember salient points and predict what's coming text
3. Understand the discourse type or genre you are listening to
4. Get used to listening to different types of people for differing lengths of time
5. Screen out what you are not interested in and focus on what you are interested in
6. Deal with accents and dialects
7. Interpret a message against a background of expectations and respond according.

⁴ Chris Battle, *Effective Listening*, (ASTD PRESS, 2006), 1.

⁵ Tessa Woodward, *Planning Lesson and Course*, (United Kingdom: Cambridge University Press, 2001), 92.

From description above, that listening is difficult part in English. Listening is not only heard what speaker said but listener must be find the information, and took the summary from their heard.

2. Developing Listening Skills

Until recently, much attention in formal education was given to reading and writing, a little was given to speaking, and essentially none was given to listening. Now, however educators recognize listening as a skill that, like all skills can be improved with practice. You can use a number of techniques to improve student listening abilities:

- a. Guide listening. To guide their listening, give students some objectives or questions beforehand. Start with short passages and one or two objectives. Then gradually increase the length of the passage and the number and complexity of the objectives or questions.
- b. Give directions. Prepare audio directions for students to follow when completing a class assignment. When giving directions orally, observe the “say it only once” rule so that students place value on both your and their time and their

incentive to listen is reinforced. You can examine student work products to determine the need to revise the directions if common mistakes occur

- c. Ask students to listen for main ideas, details, or inferences. Keeping the age level of your students in mind, you can present an oral passage. You can read a story and ask primary students to draw a picture about what happened. Ask students to listen for the main idea and then write it down. You can also use this technique when you want students to draw details and inferences from the passage.
- d. Use context in listening. Younger students can learn to distinguish meanings in an auditory context by listening to sentences with words missing and then supplying the appropriate words.
- e. Analyze the structure of a presentation. Ask students to outline an oral presentation. You can then determine how well they were able to discern the main ideas and to identify the subtopics.
- f. Distinguish between relevant and irrelevant information. After listening to an oral presentation of information, ask

students to identify the main idea and then rate (from most to least relevant) all other presented ideas. A simpler technique for elementary students is to have them identify irrelevant words in sentences or irrelevant sentences in paragraphs.⁶

3. Listening Process

Process is an effort to create the goal as well as listening. It has a process to have a good listening. There are two types of listening process :

a. Bottom-up processes

According to Douglas stated that “Bottom-up process is attending to the smaller bits and chunks of language”.⁷ This means, that bottom-up making as much use of the low level clues. Bottom-up process start by listening for the individual sounds and then join these sounds together to make syllables and words. These words are then combined together to form phrases, clauses and sentences.

⁶ Smaldino, Sharon E., et al. "Instructional technology and media for learning. Pearson:" 2015), 160-161.

⁷ H.Douglas Brown, *Language Assessment*, (Nes York: Person Education, 2004), 121.

Finally the sentences combine together to form texts or conversations. So listener can understand what they hear.

b. Top-down process

Top-down listening is means making as much use of knowledge and the situation. The knowledge of situations, context, texts, conversations, phrases, and sentences can help the listener to understand what listener hear. Top-down process is also can distinguish between literal and implied meanings.⁸ So top-down process is a basic in helping listener to understand and interpreter. What the speaker say, it is possibly to get them easily.

4. Basic Types of Listening

Each of basic types of listening compares a category within which to consider assessment task and procedures. There four of Types of Listening⁹ :

- a. Intensive : Intensive is listening type for perception of the components of a large stretch of language, like as phonem, words, intonation, discourse marker.

⁸H.Douglas Brown, *Language Assessment*, (New York: Person Education, 2004), 122.

⁹H.Ddouglas Brown, *Language Assessment*, (New York: Person Education, 2004), 120.

- b. Responsive : Listening to a relatively short stretch of language in order to make an equally short response.
- c. Selective : Is processing stretches of discourse such as shorth monologues for several minutes in order to “scan” certain information.
- d. Extensive : Is listening to develop top-down, global understanding of spoken language. For examples listening for the gist, for the main idea, and making inferences are all part of extensive listening.

5. Difficulties in Listening

Listening is not easy process, it is difficult to be learned.

Many factors that makes difficult in listening.¹⁰

- a. The organization of information
- b. The familiary of topic
- c. The explicitness and sufficiency of the information
- d. The type of referring expression used
- e. Whether the text describes a “static or dynamic” relationship.

¹⁰ David Nunan, *Second Language Teaching and Learning* (U.S.A: An International Thomson Publishing Company, 1999), 200.

6. Micro and Macroskills of Listening

A useful way of synthesizing the above two lists is to consider a finite number of micro and macroskills implied in the performance of listening comprehension.

a. Microskills

Discriminate among the distinctive sounds of English,
 Retain chunks of language of different lengths in short-term memory, Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information,
 Recognize reduced form of words, Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance, Process speech at different rates of delivery, Process speech containing pauses, errors, corrections, and other performance variables,
 Recognize grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms, Detect sentence constituents and distinguish between major and minor constituents,
 Recognize that a particular meaning may be expressed in

different grammatical forms, Recognize cohesive devices in spoken discourse.

b. Macroskills

Recognize the communicative functions of utterances according to situations, participants, goals, Infer situations, participants, goals using real- world knowledge, From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification, Distinguish between literal and implied meanings, Use facial, kinesic, body language and other nonverbal clues to decipher meanings, Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack there of.¹¹ This skill is very complex where it is often be used in daily communication of people, gesture of body, emoticon, is the alternative way.

¹¹ H. Douglas Brown, *Language Assesment*, 121-122.

B. Definition of Video and Song

1. Definition of Video

Video is the combination of moving picture and sound which can present language comprehensively¹². Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. From the descriptive above, the author defines descriptive video as several storage formats for moving pictures that contain description of people, place or historical building. Briefly, also define as the videos that contain description things. As multimedia technology video becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening, hopefully becomes new strategy in teaching listening. Video allows integration of text, graphics, audio, and motion video in a range of combinations. According to Carla Meskill “video is widely considered more powerful, more salient, and more comprehensible than other media for

¹² Stempleski, Susan and Tomalin, *Video In Action Recipes for Using Video In Language Teaching*, (Sydney: Prentice, 1990), 3.

second and foreign language students”.¹³ Video is a media, vision is needed in using this media, not only vision but listening as well to obtain the information carried out by video.

Videos can be an excellent addition to classroom instruction, but you must consider its advantages and limitations. Video can be used in all instructional environments with whole classes, small groups, and individual students. Videos are available on almost any topic for all types of learners in all the domains of instruction, cognitive, affective, psychomotor, and interpersonal. They can take the learner almost anywhere and extend students’ interests beyond the walls of the classroom. Objects too large to bring into the classroom, as well as those too small to see with the naked eye, can be studied. Events too dangerous to observe, such as an eclipse of the sun, are studied safely. The time and expense of a field trip can be avoided, as many companies and national parks provide video tours to observe assembly lines, services, and the features of nature. It is important for you, as a teacher, to know the types of video available and how to locate and evaluate

¹³Carla Meskill, *Listening Skills Development Through Multimedia*, (New York: University at Albany, 1995), 184.

them. They also need guidelines for viewing and producing videos.

2. Advantages of Video

In using media of course it has strength:

- a. Motion. Moving images have an obvious advantage over still visuals in portraying concepts and processes in which motion is essential to learning (such as Newton's Laws of Motion, erosion, metamorphosis).
- b. Risk- free observation. Video allows learners to observe phenomena that might be too dangerous to view directly, such as an eclipse of the sun, a volcanic eruption, or warfare.
- c. Dramatization. Dramatic recreations bring historical events and personalities to life. They allow students to observe and analyze human interactions.
- d. Affective learning. Because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes such as "going green." Documentary and propaganda videos have often been found to have a measurable impact on audience attitudes.

- e. Problem solving. Open- ended dramatizations are frequently used to present unresolved situations, such as a growing homeless population in the United States, leaving it to the students to discuss various ways of dealing with the problem.
- f. Cultural understanding. Seeing depictions of everyday life in other societies helps develop an appreciation for other cultures. The genre of ethnographic video serves this purpose, as seen in *The Hunters*, *The Tribe That Hides from Man*, *The Nuer*, and *River of Sand*.
- g. Establishing commonality. By viewing video programs together, a dissimilar group of students can build a common base of experience to effectively discuss an issue.¹⁴

3. Limitations of Video

Similarly with other media video has weakness as well does weakness mention as follow:

- a. Fixed pace. Although videos can be stopped for discussion, this is not usually done during group showings. Because the program runs at a fixed pace, some students may fall

¹⁴ Smaldino, Sharon E., et al. "Instructional technology and media for learning. Pearson:" 2015), 169-170.

behind while others are waiting impatiently for the next point.

- b. Talking head. Many videos, especially local productions, consist mostly of headshots of people talking. Video is not a great oral medium— it is a visual medium. Use audio recordings for strictly verbal messages.
- c. Still phenomena. Although video is advantageous for concepts that involve motion, it may be unsuitable for other topics for which detailed study of a single visual is involved (e.g., a map, a wiring diagram, or an organization chart).
- d. Misinterpretation. Documentaries and dramatizations often present a complex or sophisticated treatment of an issue. A scene intended as satire might be taken literally by a young or naive student. The thoughts of a main character may be interpreted as the attitudes and values of the producer.
- e. Abstract, nonvisual instruction. Video is poor at presenting abstract, nonvisual information. The preferred medium for words alone is text. Philosophy and mathematics do not lend themselves well to video unless the specific concepts

discussed lend themselves to illustration using historical footage, graphic representation, or stylized imagery.¹⁵

In line with that Brooks said “multimedia systems with video under learner control are also preferred other instructional activities”.¹⁶ In short, multimedia input such as video as an authentic material apparently motivates learners and engages their attention to aural input.

Video is richer than audi: speaker can be seen; their body movement give clues as to meanings; so do the clothes they wear, their location. Background information can be filled in visually.¹⁷ Video is a visual as well as audio medium that shows motion and can be stored on DVDs, streamed from the Internet, be in the form of computer animation, and so on. Although often not considered media, real objects and models are three-dimensional manipulatives that can be touched and handled by students.¹⁸

¹⁵ Smaldino, Sharon E., et al. "Instructional technology and media for learning. Pearson:" 2015),170.

¹⁶ Carla Meskill, *Listening Skill Development Through Multimedia*, 185.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (England:Longman,2004), 144.

¹⁸ *Ibid.* 4.

C. Definition of Song

Song can increase student's motivation in learning a language, especially for those who have weak ability.¹⁹ It is hard for students who lack an ability to learn a new language, so song can be one of the alternatives in learning. Song itself according to evasion is a short poem set to music and intended to be using, but today, not all of the song ore followed by music.²⁰ Singing a song in a target language, the students could have the advantage in memorizing the words, for instance. But not all of the song can be used in teaching learning a language in the classroom, because there are some song that contains a lot of difficult words to understand and difficult pronunciation.

1. Song and its Use In Learning Process

There are many advantages we can take from song moreover, Natalia Orlava in book developing speech habit with help song. Song can be used to teach English from elementary and secondary up to adult the reason as follow:

1. Song may serve a starting point for conversation.

¹⁹ Fatmi Hasbullah, *Materi Pokok 5 Pengelolaan Pengajaran Bahasa Inggris*, (Jakarta: Karunika. Universitas Terbuka, 1986), 25.

²⁰Alan Evison, *Oxford Learner's Pocket Dictionary*, (London: Oxford University Press, 1989), 357.

2. Song can motivate a positive emotional approach to language learning.
3. Song can inspire the students to the music and culture of particular interest to them in the target language community.²¹

Beside that song can help students to remember what has been taught aseptically vocabulary. Usually if they remember the melody they will remember lyric automatically.

²¹ Natalie Orlova, *Developing Speech Habit with Help of Song*, (Oxford: Oxford University Press, 1997), 41.