

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Listening

Listening is one of the skills that should be mastered by students, because it is an activity done by people to get some information on their life, before people talking people must here first. Listening well allow people to ask question, make better decisions, and communicate more clearly because you understand other person point of view. The International Listening Association (ILA), an organization dedicated to the study, development, and teaching of effective listening, defines listening as “the process of receiving, constructing meaning from, and responding to spoken and/or non verbal messages.”¹ Its no mistakes that this definition of listening included non verbal messages. Listening is so much biggest than our auditory canals. Listening is paying attention, creating a space for the speakers ideas and being present.

The word listening is defined as making an effort to hear something; to pay attention or heed. It is different from hearing, which is the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain. Hearing is necessary for listening, but listening is much more than processing sound. Someone many hear very well but be a very poor listener.

¹ Linda Eve Diamond, *A Guide To Listening* (California: Listener Press, 2007), p.11

Listening is an activity that may take many different forms for different people. The behaviors and tools used by someone in one listening situation may not be the same as those used in another. It is important, then, to emphasize this point about effective listening.

Barker defines listening as “the selective process of attending to hearing, understanding and remembering aural symbols”² which means that listening is just attending to hearing but also understanding about the message sent by the speaker and able to save some aural symbols so that they can be recalled later. Hearing is dealing with sense and listening deals with mind.

Listening is one of the most important elements in studying foreign language. Listening is needed for natural precursor to speaking EFL. Generally, there is no specific definition of listening but there is a consistent element that people agree what should be included in a listening definition. A content analysis of 50 definitions found the five most used elements were perception, attention, remembering, and response.³ Therefore, listening generally involves a five-step process: attending, understanding, interpreting, responding, and remembering. This process is active rather than passive and involves using a number of behaviors and tools to be most effective.

²Barker in Janusik, listening pedagogy: *Where Do We Go from Here?* In Andrew D. Wolvin, (Ed.) *Listening and Human Communication in 21st Century*, (London: Blackwell Publishing Ltd, 2010), P. 205.

³Glenn in Janusik, listening pedagogy: *Where Do We Go from Here?* In Andrew D. Wolvin, (Ed.) *Listening and Human Communication in 21st Century*, (London: Blackwell Publishing Ltd, 2010), P. 204

Command listen to Al-Qur'an:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

wa-id^uzaa quri-a alqur-aanu faistami'uu lahu wa-an^hituu
la'allakum tur^hamuuna. (QS. Al-A'raaf 204)

Meaning: and when read Al-Qur'an, then listen carefully, and pay attention quietly so that you get grace.

Then Allah SWT. In this verse commands those who believe that they should listen best whenever the Al-Qur'an is heard to them, whether of reading or content to be understood, drawing lessons from it practicing it with all its consequence.

Sabda Rasulullah saw.:

من استمع إلى آية من كتاب الله كتبت له حسنة مضاعفة
ومن تلاها كانت له نورا يوم القيامة

Meaning: whoever listens (with interest) verses from Al-Qur'an, written for him a double good and anyone who reads it for him is the light of the day of resurrection.

The verse of Al-Qur'an about listening to counsel:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ
اللَّهُ وَأُولَئِكَ هُمُ أُولُوا الْأَلْبَابِ ﴿١٨﴾

Meaning: those who listen to the words then follow what is best among them, they are the ones who have been given Allah of guidance and they are ulul albab. (QS. Az-Zumar [39]: 18)

Although listening is hard work and have to take more practice, but it's skill can acquire just like any other. Listening is more complex than merely hearing.

From that definition above the writer can understand that listening is process the brain of human being to get meaning, to understand what is the purpose of other people says. As people learn to increase listening tidy, the benefits will be real not only in the classroom, but also in personal real lives, the relationship, and the environments. So, on learning listening, the listeners must follow the instruction, listen carefully to get understand on learning.

B. Listening Comprehension

Listening comprehension is important to listen with meaning. This help us to understand more what people says. Listening with comprehension does not only depend on the listener, but also the speakers. And it is influenced with multiple number of skills and abilities. Listening with comprehension also influences the object of listening.

Mendelsohn defines listening comprehension is ability to understand the spoken language of native speakers.⁴ Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected of aural input, from meaning, from passages, and associate what they hear with existing knowledge. It is widely admitted that listening comprehension is not merely the process unidirectional receiving of audible symbols,

⁴ Gilakjani, *op.cit.*,976.

but an interactive process. Comprehension occurs when input and knowledge are matched with each other.

Fischer and Farris defines listening comprehension as a process by which students actively form a mental representation of an aural text according to Prior knowledge of the topic and information found within.⁵ According to Jack C. Richard listening comprehension is refers to traditional way of thinking about nature of listening.⁶ This view of listening is based on the assumption that listening activities in teaching and learning process held in other to facilitate understanding of spoken language. The reasons of assumption is that listening implied as a component of speaking.⁷

Listening is skill which impact in specific ways upon the individuals upon the classroom context in general and upon the individuals learner in particular.⁸ Listening is identifying the sound of speech and processing them into word and sentence. When process listening, it uses ears to receive some words and use the brain to convert the words into messages that meaning something.

In teaching students comprehension is a foreign language, the people must realize that one is possible without the other. The listener in this case probably heard the actual sound of utterance quite clearly distinguished words and listening not only helps people understand what people are saying. It also helps to speak clearly to other people.

⁵ Gilakjani, *op.cit.*,980.

⁶Jack C Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge; Cambridge University Press, 2008), p. 3.

⁷Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. (New York: Longman, 2004), p. 119

⁸ Gary Buck, *Assessing Listening*, (Cambridge University Press 2001), p. 1

Based on that definition, the writer conclude that to make the goal on listening comprehension is depend on the students it self who that are seriously when they learning to listen because from the ear that student hear then go the brain, so listening cannot be known from other people on listening. And its traditional true by them self.

On listening comprehension, concentrations and attention is needed and also memory. The important on listening comprehension is recognition. You must be able to understand from the images you see and from the sound that you hear. There are many sample when comprehension suffers because you have been paying more attention to personal voices then you partner concern.

From that definitions the writer can resumes that the way on listening comprehension that students cannot interrupt the speaker when they talking, the students must listen until they finished and when students learn listening comprehension students must know the word that they are hear, listen carefully can put it in the mind and can be understand the material. Indeed in most methodology manual listening and listening comprehension are synonymous. Listening is the most important aspect in learning English, because by listening people will get the information or instruction

C. Techniques in Teaching Listening

Sometimes teacher confused to determine appropriate techniques in teaching listening. Here are some teaching techniques of listening explained by Newton:⁹

⁹I.S.P. Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York:

1. Listening to stories

In this technique of teaching, the teacher choose a stratified reading at the appropriate level for learners that consists of easy to understand vocabulary for learners. The teacher reads the story slowly sentence by sentence. When words that students might not already recognize, the teacher immediately writes it on the whiteboard and gives a quick explanation that might describe the meaning of the words. When the students become familiar with the story, the teacher reads a little faster.

The technique has the following features:

- a) The students are interested in what they are hearing to
- b) Students are able to understand what they are listening to.
- c) The material is at the right level for the students.
- d) There are some unfamiliar vocabularies that students can understand through teacher explanation.
- e) There is a little bit of deliberate attention given to language features without too much interruption to the flow of the story.
- f) There are possibilities interaction during listening between students and teacher.
- g) There is a large quantity of input.
- h) Students do not have to produce much output.

2. Oral Cloze Exercises Technique

In this listening exercises activity the students to a story and after a few minute, teacher stops the story to ask students to guess what word would come next. The word should be easy to guess and the guessing should not interrupt the story to much. If the learners can produce very little English, a list of possible words can be put on the board for them to choose from, or they can answer in their first language. Immediately after the learners have guessed, the teacher gives the answer¹⁰.

3. Picture Ordering Technique

In this activity students see to pictures put in the wrong order. They listen to a description of each picture then students put it into the right order. The pictures can be found in picture composition book, comic, or other resources.

Based on the three technique of the teaching listening above, the writer uses all three for listening comprehension. Because the writer wants students to master and understand what they are listening to.

¹⁰I.S.P. Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), pp. 42-44.

D. Difficulties in Teaching Listening

There are many difficulties in teaching listening and become the problems

for teacher to solve it. While listening, usually learners need to hear things more than once, this problem happen too many learners due to their concentrate or their understanding.

Teaching listening, especially English has Foreign Language need to pay special attention to some factor that they strongly influence the speech process, and can usually prevent comprehension if they are not attended to and can make its process difficult. These are the following characteristics of spoken language that make listening process difficult and usually detectable in teaching listening itself, quoted from Brown which is adopted from several sources.

1. Clustering: attending to appropriate “chunks” of language – phrases, clauses, constituent.
2. Redundancy: recognizing the kind of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition
3. Reduced form: understanding the reduced form that may not have been a part of learner’s past learning experience in classes where only formal “textbook” language has been presented.
4. Performance variables: being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.

5. Colloquial language: comprehending idioms, slang, reduced form, shared cultural knowledge.
6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continuous.
7. Stress, rhythm, and intonation: correctly understand prosodic element spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.
8. Interaction: managing the interactive flow of language from listening to speaking to listening, etc.¹¹

Listening is not like other English skill, it needs attention and concentration more to hear, both of them cannot be separated, they will influence the student's value in listening subject.

E. Conversation Video

1. Definition of Video

Video according to Stempleski and Tomalin means the combination of moving pictures and sound which can present language comprehensively.¹² Usually use film, electronic signal, or digital media. According to Meskill "video is widely considered more powerful, more silent, and more comprehensible than other media for second and foreign language students".¹³ Video is technology of electronically capturing, recording, processing,

¹¹H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York:Longman, 2004) p. 122.

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

¹³9 Carla Meskill, *Listening Skills Development through Multimedia*, (New York: University at Albany, 1995), P. 184.

storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. As multimedia technology video becomes more accessible to teachers and learners of other languages, it's potential as a tool to enhance listening, hopefully becomes new strategy in teaching listening.

2. Video Types

Harmer separated different types of video that can be used at the class teaching learning activity as he mentioned below:¹⁴

a. Off-air Programmers

Programmers recorded from tv channel might be a good resources for students in teaching and learning activities. However, tv channel programmers are used to use some advance language that made it difficult to understand for beginner level of students.

b. Real Word Video

This kind of video could be found easily from some resources such as youtube, and other video website provider. However, teacher should choose videos that have the same level with students.

c. Language Learning Videos

Language learning video is a kind of videos that is specially made to provide students' material to language learning. This video has been designed at a particular level of the students. English conversation video that taken as a media in this research can be categorized as this type of video.

¹⁴Harmer, Op.Cit., p. 284.

3. Definition of Conversation

There is no accepted definition of conversation beyond the fact that conversation involves two or more people talking together in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged.¹⁵

4. Conversation Function

Conversation usually used to verbally communicate between two persons or more for interpersonal and transactional purpose. Interactional language engaged people for social reasons, while transactional language is for service encounter like buying ticket or ordering food at restaurant.¹⁶

5. Conversation Condition

Conversation happens when there is a small group of people with a minimum of two. It happens in a real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse.¹⁷

6. The Term of Conversation Video

Based on some definitions and elaborations of the term ‘Video’ and ‘Conversation’ above, the writer conclude that conversation video can be define as a combination of moving

¹⁵Waren Martin, *Features of Naturalness in Conversation*, (John Benjamin Publishing Company: Amsterdam 2006), p. 8.

¹⁶Rachel Heppner, *The Reality of English Conversation Classes*, (Birmingham University: Birmingham), p.9-10.

¹⁷Ibid, p.10.

pictures and sound involves two or more people talking together for interpersonal and transactional purpose.

F. Teaching Listening Using Conversation Video

Today listening is considered as the important material in foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input, second language acquisition research has given a major concern to listening. As Rost point out, listening is vital in the language classroom because it provides input for learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.¹⁸

Today there are many ways in teaching language; one of them is teaching listening by using video. Video have become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading and writing can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. The availability of video materials for teaching listening is high, the choice of videos is the key which can make videos useful or useless in a lesson plan. In line with that, teachers should consider language learning video as a media in learning listening because can present language more comprehensively than any other teaching medium.

¹⁸Jack C. Richard and Willy A. Remandya, *Methodology In Language Teaching An Anthology Of Current Practice*, (New York: Cambridge University Press, 2002).p. 239.

1. Advantages of Using Conversation Video in Learning Listening

According to Joe Hambrook there are several advantages of using video in classroom language learning:

a. Authenticity

One of the main benefits often claimed for video is that it can show language in use in the real world. This is very important for learners to know about how language is used in the real world in order to show them the use of language in daily life. Hopefully it can help them to have ability for using language contextually.

b. Cultural concerns

The increasingly discriminating uses of video have substantially confirmed that cultural aspects of language and language use are often conveyed with considerable force on the screen. It is therefore natural that course designers and others should want video to be a powerful instrument in developing language learners' awareness of important features of culture and culture specific language use.

c. Interactivity

Video is a powerful medium, and it is not surprising that people who use it to teach languages would like to see their students reacting and responding to what they see on the screen.¹⁹

¹⁹Joe Hambrook, *Video in Foreign language Teaching*, Stellenbosch :Perlinguam journal p. 2 no.1 1986.

d. Contexts of use

Careful consideration of the contexts in which materials might be used is essential for effective course design in interactive video. What are the constraints of the physical environment (in the learner's living room, in the classroom, and so on), it will help student to be more comprehension about using the context of the word.

2. Conversations Video Problems in Learning Listening

In order to use language learning video in language learning activity, teacher should aware of some potential problems:²⁰

a. The Nothing –New Syndrome

One of the main point of using video as a material in learning listening is to make the learning activity comes more interesting for students. However the videos used in learning listening might not success fully make students excited for they have seen the videos before on television or internet. Therefore, teacher has to select the videos used in learning listening very carefully.

b. Poor Quality Tapes and Disks

Poorly made video quality will not engage students who are used something better. Therefore, teacher has to judge whether the quality of video

²⁰ Harmer, Op. Cit., p. 283

types used has sufficiently good in order to attract students interest.

c. Stop and Start

Some students feel frustrating when teacher stop and start the video in a wrong sequence. So that teacher should aware how to stop and start video effectively.

d. Poor viewing condition

In a large classroom video might been difficult to be used when the teacher could not facilitated the students with a widely –clear video that accommodate the students who sit on back.

e. The Length of Extracts

The videos used in learning listening should not have too length duration to avoid students feel asleep during learning activity.

3. Why Use Conversation Video

For some people video tape is glorified version of audiotape and the use of video in the classroom learning activity is just like listening with pictures. However, there are some reasons why video especially language learning video can provide extra dimension to learning experience as mentioned by Jeremy Harmer below:²¹

²¹ Harmer, Op.Cit., p.282.

a. Seeing Language in Use

One of the main advantages of using video that students do not just hear the language, they see it to. This greatly aids comprehension since for example general meaning of the video is conveyed through expression and gesture.

b. Cross-Cultural Awareness

Video uniquely allow students to see situations far beyond the classroom. This is useful for them to know for example typical British body language when inviting someone or how American English speak to waiter, etc.

c. The Power of Creation

When students use video camera themselves, they are given the potential to create something memorable and enjoyable.

d. Motivation

For all reasons mentioned above, must students show an increased level of interest when they have a chance to see language in use as well as hear it.