

CHAPTER II

THEORITICAL FOUNDATION

A. Listening

1. Definition of Listening

Thanajaro said that “Listening is defined as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text so that he/she can respond effectively to oral communication.”¹ It is the process where the listeners try to interpret the information that they get from the sounds both oral spoken or audio.

Anna Marie Ruiz stated that “In conversation, listening and speaking keep each other on task. How I am going to respond to the speaker's questions? What I can ask the speaker to be an engaging listener? It is important to ask the speaker questions about what they're saying to show that you value their stories and ideas.”² Therefore Listening skill is really important to understand since listening skill can be useful when you are in conversation.

According to Henry Erhamwenmwonyi Asemota listening is the process of identifying the component of sounds and sound sequences,

¹ Thanajaro, *Using Authentic Materials To Develop Listening Comprehension*, 4

² Anna Marie Ruiz “*Listening Strategies For English Language Learner Comprehension*, Teacher Guide (Minnesota: Hamlin University Press, 2005), 3

whereby known words are recognizable. The process by which the continuous flow of words is translated into meaning is regarded as audio.

Based on the definition of listening above, it can be summed up that listening is the ability to identify and understand the spoken language to get the information intended message of speaker or oral text.

2. Types of Listening

Listening texts can be classified according to the contents, complexity, authenticity, sphere, theme, quantity, etc. The linguistic and thematic level of listening input and its adequacy to general teaching purposes or concrete goals of each lesson are defined by a sort of criteria. The main language and content elements of the particular listening text mostly provide the style and type of working on it, though this does not exclude the general approach.³

Here are some of listening types as follows;⁴

a. Discriminative Listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of

³ Lamara kadagidzie, *different types of Listening materials*, "international refereed multi disciplinary scientific journal" (2006), 1

⁴ http://changingminds.org/techniques/listening/types_listening.html

other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language..

b. Comprehension Listening

The next step beyond discriminating between different sounds and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

c. Critical Listening

Critical listening is listening in order to evaluate and judge, forming an opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

d. Biased Listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based

on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

e. Evaluative Listening

In evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is also called critical, judgmental or interpretive listening.

f. Appreciative Listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

g. Sympathetic Listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

h. Empathetic Listening

When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals.

When we are being truly empathetic, we actually feel what they are feeling.

i. Therapeutic Listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

j. Dialogic Listening

dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening'.

k. Relationship Listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

the author choose the dialogue listening for this research, therefore the writer want to invite the students to think in english commonly.

3. Model Listening

Several model have been developed to explain how the listening process functions in teenegers. According to john flowerdew and

lindsay miller those models is divided into three categories, they are bottom up model and interactive model.⁵

a. Bottom up model

The first model of listening to be developed is the bottom up model. Bottom up model means the listeners build understanding by starting with the smallest units of the acoustic message: individual sounds or phonemes. These are combined into words, which, in turn, together make up phrases, clauses and sentences. At last, individual sentences combine to create ideas and concepts and relationships between them.

b. Top down model

Top models emphasize the use of the previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down is developed when researchers is considered the fact that experimental subjects unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

c. Interactive model

If listening involves both bottom up and top down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably by Rumelhart (1975). According to Rumelhart, whose theory is

⁵ John Flowerdew and Lindsay Miller, *second language Listening theory and practice* (New York: Cambridge University Press, 2005), 4-5

developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels; in this parallel processing, phonological, syntactic, semantic and pragmatic information interact, although it is not clear exactly how.

An important advantage of interactive model over hierarchical models, whether they be bottom-up or top down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to rely on top-down processing, while others may favor an approach with more emphasis on bottom up processes. At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on development of top skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom up features of fast speech.

From listening models above the writer will choose top model as a limitation of this study where the main focus is the students can understand and get information of the text that they hear by using their background knowledge and some key words that they find in the text.

4. Scoring of Listening

According to H. Douglas /there are some criterias for scoring on student listening activity as follows⁶

Visual representation: clear and easy to read, easily find and retrieve information from the students, use the space on paper to visually represent ideas and use indentation headers, numbers.
Accuracy: accurately indicate main ideas from audio, note important details and supporting information and examples, leave out unimportant information.
Symbols and abbreviations: use symbols and abbreviations as much as possible to save time avoid writing out whole words and avoid write every single word

Harmer mentioned that the principle of listening, where teachers should pay attention about it for their students. The principles are as follows⁷

- a. Encourage students to listen as often and as much as possible.
- b. Help students prepare to listen.
- c. Once may be enough
- d. Encourage students to respond to the content of a listening not just to language.
- e. Different Listening stages demand different listening task.

⁶ Brown, H. Douglas. "Language Assessment Principle And Classroom Practices. San Francisco: Pearson Education." (2004) 135

⁷ Jeremy Harmer, *How To Teach English* (Oxford: Pearson Education Limited, 2007) 135

f. Good teacher exploit listening text full

There are many problems that occur when listening is caused by teachers that still ignore the principles above such as learning activity that unplanned well, little do practice and it is not using variation audio track. one of the principles the importance of using variation audio track and live listening that can be used in Listening activity.⁸ some examples to increase the level of listening such as Reading aloud, Story telling, Interviews, Conversation.

B. Kangguru Indonesia Package Module

1. Definition of module

Learning modules are called various names, including "molecule- of-learning packets," "unipaks," "teach kits," and "edkits." Almost invariably they have evolved as a subsequent technique to programmed learning. Learning modules contain many of the features of programmed learning that are considered beneficial, but they try to eliminate some of the handicaps that accompany programming. Without question, the chief characteristics of learning modules are that they are flexible and use mediated instruction adapted to individual or group learning situations

According to Cambridge Advanced Dictionary module is one of the units that together make a complete course, taught especially at school and university⁹

⁸ Jeremy Harmer, *The Practice Of Language Teaching* 4th Ed (Singapore: Pearson Education Limited, 2008), 307

⁹ <http://dictionary.cambridge.org/dictionary/english/module>

One of the most interesting packages to teach listening is through Kangguru textbook English learning package. AusAid and IALF (Australian Language Foundation) have created wonderful package to assist high-school teacher of English in Indonesia.¹⁰

The programs are designed to provide English language students with a high quality English language program. At the same time it promotes and encourages people in the part of Indonesia to apply for what are now is called Australian Development Scholarship (ADS). KGRE together with the Indonesia Australia Language Foundation (IALF) has developed KGRE teaching materials for busy English language teachers in Indonesia. Teacher of English can now supplement their existing materials, including curriculum documents, with these easy-to use Teacher Package.

Actually has been developed to assist Indonesian teachers of English who are teaching lower students. The activities are suitable for elementary to pre-intermediate level at SMP.¹¹

The activities are design to complement and support a competency based curriculum and have been specially written in line with smp curriculum. Many Indonesian students have few opportunities to hear English spoken by native speakers, and the kangguru activities in this package offer your students the chance to hear English being used naturally by variety of different speakers including many australian voices.

¹⁰ Syamsinar. "Improviing The Listeniing Achievement Of The Students Of Smu Negeri 1 Sungguminasa Through The Use Of Kangguru English Learning Packeges." (2016) 2

¹¹ Kangguru Indonesia, *Teacher Guide* (Denpasar: Bali) 4

2. Procedure of kangguru Indonesia

The kangguru Indonesia model offers many tracks for students to listening activities.

- a. The advantage is an way of combining way of combining individual and group
- b. Facilitate the students to think in English make class active and communicative.

In the other hand kangguru Indonesia seldom uses in listening activities

Therefore in this advantages I will represent about how influence kangguru Indonesia in teaching English listening

Actually has been developed to assist Indonesian teachers of English who are teaching lower students. The activities are suitable for elementary to pre-intermediate level at SMP.¹²

The activities are design to complement and support a competency based curriculum and have been specially written in line with smp curriculum. Many Indonesian students have few opportunities to hear English spoken by native speakers, and the kangguru activities in this package offer your students the chance to hear English being used naturally by variety of different speakers including many australian voices.

Procedure of kangguru Indonesia
The procedure to use kangguru Indonesia

¹² Kangguru Indonesia, *Teacher Guide* (Denpasar: Bali) 4

1. Warm up
 - a) Introduce the topic
 - b) Get students interested and motivated
 - c) Switch their thinking into English
 - d) Get their energy level up
2. Pre Listening
 - a. Brainstorm/ elicit known vocabulary
 - b. Present key
 - c. Predict content
 - d. Discuss the topic
 - e. Personalize the topic
3. While Listening
 - a. Students need a purpose or focus for their Listening
 - b. Listen a few times – listen through, then with pauses, then through again.
 - c. Listen the first time for gist (or main idea) – give students simple questions
 - d. Listen the second time for details or specific information – use variety of activities.
4. Post listening activities
 - a. Checking students' answers
 - b. Going over the answer to find out why students got incorrect answers.
 - c. Finding the answers in the text.

- d. Following the tapescript while listening,
etc.

The kangguru Indonesia model offers many tracks for students to listening activities.

- a. The advanteges is an way of combining individual and group
- b. Facilitate the students to think in English make class active and communicative. In the other hand kangguru Indonesia seldom uses in listening activities Therefor in this advantages i will represent about how influence kangguru Indonesia in teaching English listening