CHAPTER II

THEORITICAL FRAMEWORK

A. Hypnoteaching

1. Definition Hypnoteaching Method

   The mind is the greatest gift that God bestows on humans. With the human mind able to build a culture that is so complex that continues to develop along with the development of the human mind. This human mind is controlled by an organ called "brain". The ability of the human brain is what distinguishes humans from other creatures of God.

   Based on the way it works, the human brain can be divided into the left brain that works consciously, and is called the conscious mind, and the right brain that works "unconsciously" and is called the subconscious mind. The conscious mind plays only 12% of our success. While the 88% role is held by the subconscious mind. Therefore almost all of our activities are actually controlled by the subconscious, including data storage or knowledge that we get.¹

   When the child's subconscious mind is often filled with negative things such as expressions "you are stupid, you are lazy, you can't do anything", unconsciously these words will be carried away until the child is mature. When a child is asked to do something new, in the child's heart there is fear, can I do it? etc. Such thoughts are one of the inhibiting factors of success that must be immediately removed. How to? Of course we have to fight by entering positive words into the child's subconscious mind, such as "you are smart, you can, you are great" and so on, because what enters the subconscious brain through suggestion will be fully accepted as truth.

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To penetrate the subconscious filter of a person and enter positive suggestions easily is through hypnosis. Hypnosis is an art, method, or communication technique (verbal and non-verbal) that is very persuasive and suggestive with the aim that something that is our intention can be understood easily by the interlocutor. This is where the relationship between hypnosis and teaching is then called hypno-teaching.  

According to N. Yustisia, the word hypnoteaching is a combination of two words of hypnosis and teaching. Hypnosis means suggestion and teaching which means teaching. So can be interpreted hypnoteaching efforts to hypnotize or give suggestions of children to be better and the results of learning increases. Before that there are two terms related to hypnotizing hypnosis and hypnosis. In terms of language, inspirational hypnosis on behalf of the Greek Sleeping God, hypnos. The term of the Greek God, the condition of hypnosis is not exactly the same as the god. That is, hypnosis does not make people really sleep. Meanwhile, a person in a hypnotic state, even though the body is resting, can still hear clearly and respond to the information it receives.

The explanation is clear that hypnosis is not the same as sleeping, it refers to the Indonesian Dictionary, hypnosis is a state like sleep because of suggestion. At the beginning, the person is under the influence of the suggesting party. While hypnosis is making someone in a state of hypnosis. Thus, the difference is clear that hypnosis is a condition of one's unconsciousness while hypnosis is the path leading to the condition.

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Hypnosis is a communication as it does in everyday life. But there are
distinguishes, namely formal hypnosis and informal hypnosis.

a. Formal Hypnosis

The hypnotic activity depicted by waving, waving the pendulum,
guiding relaxation, is a form of formal hypnosis, or direct hypnosis,
sometimes referred to as genuine hypnosis. In general, the notion of
"studying hypnosis" in layman, is to study the technique of formal
hypnosis, although in the world of modern hypnotherapy there is also
an informal hypnotic technique that is used for example to deal with
clients who are very critical this technique later is part of ericksonian
hypnotherapy. So if we see a Stage Hypnotist in action on a glass
screen, then surely this is included in the category of Formal
Hypnosis.

b. Informal Hypnosis

Informal hypnosis, or indirect hypnosis, is usually a natural pattern
of daily communication, but it can make a person's filter open. This
informal hypnotic technique is commonly applied in everyday life,
although it may be unconsciously, suppose by reliable salespeople
who are able to move potential buyers, from initially uninterested, into
consideration, and ultimately make a purchase. At this time informal
hypnosis also began to be developed in non-therapeutic areas, such as
hypnosis for selling, hypnosis for parenting, etc. Politicians, spiritual
leaders, use this type of hypnosis.\footnote{Yan Nurindra, \textit{Hypnosis for Dummies}, (2008), 33.}

Based on statistical research conducted by a university in the USA,
obtained the conclusion, that in a community, will be found three
groups of people with different levels of acceptance of hypnosis,

1) Easy, that is a group of people who are very easy to accept the

\footnote{Yan Nurindra, \textit{Hypnosis for Dummies}, (2008), 45.}
process of hypnosis. The amount is 5%.

2) Moderate, ie groups of people who have a moderate response rate to receive the process of hypnosis, the number is 85%.

3) Difficult, that group of people who have a response rate is difficult to accept the process of hypnosis, the number is 10%.

In general, hypnosis is divided into the following types.

a. Stage Hypnotic
   This type of hypnosis is used for the sake of performances or entertainment.

b. Clinical Hypnotic mental
   This hypnotic application in curing mental and physical problems (psychosomatic). The diseases that can be cured with this application include depression, anxiety, phobia, stress and so forth.

c. Anodyne Awareness
   This type is a hypnotic application to reduce physical pain and anxiety. This application is widely used by doctors, medical personnel, nurses, and dentists to help patients to relax very quickly and reduce pain through mental anesthesia.

d. Forensic Hypnotic
   This type is the use of hypnosis as a tool in investigating or extracting information from memory.

e. Metaphysical Hypnotic
   This hypnotic application is used in researching various metaphysical phenomena.

As if seen from the culprit, hypnosis can be divided into four types namely: First, self hypnotic. This type of hypnosis is done by someone against himself. Second, hetero hypnotic. This type of hypnosis is done by someone against others. An example is hypnosis that a hypnotherapist does on a subject or client. Third, the hypnotic. This type is a hypnotic condition
that occurs due to drug influence. Usually to perform this type of hypnosis, a medical personnel using drugs or anestesi. By anesthetizing the patient, the medical personnel have performed hypnotics that cause the patient not to be physically conscious. However, the patient's mind is still active and can still hear whatever the people around them say. Fourth, waking hypnotic. This last type of hypnosis is done in a conscious state.

The relationship between the conscious and the unconscious mind is a unity that will affect the work system of the brain, thus in need of suggestion and motivation to balance the mind. Motivation that teachers give to learners is very influential in teaching and learning process that is active, innovative and fun because the students have the confidence and interest in mathematics. Hypnoteaching is one of the learning methods that emphasizes the giving of suggestions to the learners during the learning process, so that learners have the motivation to learn by realizing an active learning atmosphere and develop their potential. This refers to the definition issued by U.S. Department of Education, Human Services Division, said that; "Hypnosis is the penetration of the critical factors of the conscious mind followed by the acceptance of a thought or suggestion". While the definition of teaching is an activity to educate and teach science, so it will improve the cognitive, affective, and psychomotor skills.7

Hypnoteaching will attract and nurture the learner's desire in solving the problems that occur both in the learning and outside the context of the learning itself. As has been the hope of all educational stakeholders that learning is not just to receive information, but changes in behavior and actions that are done in all aspects of life itself.

Mohammad Noer delivered the performance as well as the value of more than hypnoteaching as follows:

a. The process of lowering the brain wave frequency of learners from beta wave to alpha state can even deeper into theta state.

b. Lull the conscious mind (left brain, conscious mind, waves beta) and activate subconscious mind (right brain, subconscious, alpha-theta).

c. With alpha-theta state makes your mind and feelings more relaxed, relaxed, calm and comfortable. The mind will be easy to accept suggestions, suggestions, information and lessons conveyed by teachers in class.

d. Learners can focus the mind on one point (subject matter) and maximize the potential of the five senses.

e. Teachers can provide positive motivation to learners to more easily understand the material presented.8

So Hypnoteaching is an attempt to hypnotize or mensugesti students to be better and achievement increases. In line with that opinion, suggests that hypnoteaching is the art of communicating by giving suggestions that learners become smarter. Ibn Hajar argued that in hypnoteaching the presentation of the subject matter using subconscious languages that led to the suggestion of learners to concentrate fully on the science conveyed by the teacher.9

From some understanding hypnoteaching as described above, it can be concluded that hypnoteaching is a method of learning in delivering the subject matter, teachers use communication techniques that are very persuasive and suggestive with the aim that learners easily understand the subject matter. Hypnoteaching emphasizes the subconscious communication of learners that can be done in various ways, such as suggestion and imaginative. The ability of suggestion that keeps ringing in the brain, able to deliver someone to what he thinks. While the imagination is the process of imagining something first to do it. In this case a teacher must be able to let


learners expression and imagination.¹⁰

Teaching is to give information to someone who makes someone from not knowing to know, or from lack of understanding to be more understanding. Before studying, someone does not know that $2 + 2$ how much. But after learning he came to know that $2 + 2$'s result is 4. So many who use the term “Guru” which means “Gu” means darkness, and “ru” means brightly lit. Teacher is someone who makes something dark become clear. If 'knowledge' $2 + 2$ equals 4 we call data, then in other words, teaching it is actually delivering 'data' to someone and that person is storing it. The evidence he keeps the data is whenever asked about the data he can re-show it. Now the core question is where is your 'data' about $2 + 2$ is 4 stored? Well the answer was 'warehouse' data storage it is subconscious mind (Subconscious Mind)¹¹

According to academic research that has been believed so far that the human brain is the way it works is divided into two consciousness and subconscious mind. If it is realized the conscious mind is only 12% of the role and the subconscious mind is 88%. Therefore almost all of our daily life is dominantly influenced by the subconscious mind including data storage or knowledge. This includes your name data. There is a long process of your parents entering the data that your name is X. So that's why until this moment you still remember your name, because the data has been stored.¹² The linkage between hypnosis and teaching is then called hypnoteaching. In short, hypnoteaching is teaching by using hypnosis methods to impart science directly to the subconscious of learners.

2. Neuro Linguistic Programming

Term in language, neuro refers to the mind and how individuals organize their mental life. The processes of action of the brain can translate the

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¹⁰ Mansur HR, Menciptakan Pembelajaran Efektif Melalui Hypnoteaching, Jurnal Pendidikan, ISSN 2355-3189 (2015)
¹² Toni Setiawan, Hipnosis & Hipnoterapi, (Yogyakarta : Garasi. 2009),52.
experiences received into their physiological functions. Linguistic is language (both verbal and nonverbal language) and how individuals use it in life. The linguistic process is a specific pattern of words, where the formulation of the pattern will be used to describe something. While programming is an individual system in the language system. Programming is a sequence of mental processes that influence behavior in achieving goals and how to modify them. Neuro Linguistic Programming (NLP) is a model in memory that explains how the brain works so that individuals can become masters and not become slaves.\(^\text{13}\)

NLP is one method that enables a person to map all the processes that occur in his brain (based on his experience) by programming his neuro function (his brain) using language (linguistic), so that individuals can change aspects of their lives by changing attitudes in their minds.

NLP studies patterns or programming created from the relationship between the brain (neuro), language (linguistic), and body state. From the perspective of NLP, the relationship will affect our effective and ineffective behavior and greatly affect the mental formation of individuals who are adjustment and maladjustment.\(^\text{14}\)

NLP is a behavioral science that provides the following devices.

a. Epistemology, namely the system of science and values.

b. Methodology, namely processes and procedures for applying science and values.

c. Technology, which is a tool for helping the application of science and values.\(^\text{15}\)

3. Steps of Hypnoteaching Method

Application of hypnoteaching methods in teaching and learning activities in the classroom is effective. The application of hypnoteaching to create


\(^{15}\)Dilts, R. Encyclopediа of Sistemic Neuro,2000
effective learning, is done through certain steps. The steps referred to according from Hajar there are as follows:

a. Intention and self-motivation

   Success someone in various fields of work that became his profession depends on intention or desire in the heart to try and work hard in achieving that success. For a large intent will bring high motivation and commitment to devote all of its attention and energy to the field is practiced.

b. Apperception

   The teacher provides learning objectives, before discussing the material the teacher first explains the learning objectives or competencies that will be achieved after learning the lesson. The success and failure of the teaching and learning process in class is largely determined by the ability to build and connect the two processes. That is by building positive emotions through stories at the beginning of learning. Positive emotion is where learning is able to present a cheerful atmosphere, interest, contentment, and love.

   The joy of learning because of a positive mood (positive emotions) can be created through various stress-releasing creative activities. One of them is by giving a story at the beginning of the learning process. The most important strength in the teaching and learning process is the emotional connection of teachers with students. An interesting story that we say at the beginning of learning will have a deep impression for students. The impression that emerges from the story that is delivered will also help the learning process and the delivery of further material.

   Creating and building positive relationships (building rapport) has a huge influence on the activities that will be carried out. Rapport here

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can be intended as a pattern of harmonious relationships between educators and their students. One important part of building rapport is the emergence of recognition. The simplest way that can be used to generate recognition is through the process of tune in or calibrate, namely the process of aligning between educators and students. This activity is also known as equalizing the frequency. This becomes important considering that in the brain cell there is a device called a mirror neuron that functions to imitate everything that is seen unconsciously\textsuperscript{17}. Therefore, start entering the class with a cheerful face, a smiling smile, and full of enthusiasm, showing that we are truly happy and eager to start the day in their class. Without realizing the students, we have influenced their thoughts and emotions.

c. Pacing

Pacing means likening positions, gestures, language, and brain waves with other people or learners. Because in principle human beings tend or prefer to interact with friends who have many similarities, so that he will feel comfortable. With the comfort that comes from the similarity of brain waves, then every message delivered from one person to another can be accepted and understood well. There are several ways in doing pacing to learners in learning activities, namely:

1) Imagine our age is equal to the learner, so we can do the activity and feel the things that are experienced by them nowadays.

2) Use language according to the language often used by learners.

3) Make movements and facial expressions that match the theme of the discussion.

4) Speak the theme of our lesson with themes that are trend among learners.

\textsuperscript{17} Phillip Hayes, \textit{NLP for the Quantum Change} (Yogyakarta: Baca, 2006), 78.
5) Always update your knowledge of the latest themes, languages, gossip that are trending among learners. By doing these things, the waves of our minds are unaware of the learners, so they feel comfortable to meet us.

d. Leading

Leading has a sense of leading or directing things. After doing the pacing, learners will feel comfortable with the teacher. It is at that moment that almost anything whatever the teacher says or assigns to them will be voluntary and happy. So as hard as any material, their subconscious mind will capture the subject matter easily. Conversely, if we do leading without being preceded by pacing, then it is tantamount to giving orders to learners who are quite risky, because they do it with forced and depressed. This will result in their refusal to the teacher.

e. Use positive words

The use of this positive word corresponds to the workings of the subconscious mind that will not accept negative words. These words can be an invitation and an appeal. So if there are things that should not be done by them, should use a positive pronoun to replace negative words. For example, if it will calm a crowded class (usually noisy), usually the command word that comes out is, "Do not be fussed!" In applying hypnoteaching, these noisy words should be replaced with, "Please calm down."

f. Give praise

One of the most important things in learning is reward and punishment. Praise is a reward for increasing one's self esteem. Praise is one way to shape one's self-concept. Therefore, give praise to the learners sincerely, so they will be compelled to do better than the previous one. Give the slightest praise of his performance, including when he succeeds in making positive changes to himself. In giving praise avoid negative connections, such as "but", "but", "just", and so
on. Using those words will make our compliments futile and seemingly mocking, as in the words, "Budi, you are a clever child, your mother is happy to have learners like you, but unfortunately you pay little attention to the tidiness of your clothes". The way to avoid negative linking is to remove the link. For example, "You are a clever and proud student. It will be more proud if you pay more attention to the tidiness of your appearance"

g. Modeling

Modeling is the process of modeling or example through consistent speech and behavior and is one of the keys to success in hypnoteaching. Once the learner feels comfortable with the teacher, he needs to consolidate his behavior to be consistent with his speech and teachings, so he always becomes a trusted figure. Hypnoteaching method can be underlined as the method undertaken by teachers with the process of hypnotizing learners with suggestions to motivate so that learners feel happy and always eager in receiving the subject matter. Each learning method has advantages and disadvantages as well as the hypnoteaching method.

4. Strengths and Weaknesses Hypnoteaching Method

Hypnoteaching method can be underlined as the method undertaken by teachers with the process of hypnotizing learners with suggestions to motivate so that learners feel happy and always eager in receiving the subject matter. The advantages and disadvantages of hypnoteaching methods are as follows:18

a. Advantages of Hypnoteaching Method

1) Teaching and learning activities become active and interactive.
2) The ability of the imagination of learners will develop.

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3) Teaching and learning activities are more dynamic.
4) Increase the motivation of learners in learning.
5) Improve student achievement in learning.
6) Monitoring of students more intensively.
7) Understanding learners about the material to be better, because learners do not memorize.

b. Weaknesses of the Hypnoteaching Method
1) Doubt of teachers in the application of hypnoteaching.
2) In building sympathy, empathy, and mutual understanding with learners takes a long time.
3) Sharing the attention for each learner.

B. Listening Skill
1. Definition of Listening
   These days there are some element in studying English: Listening, Speaking, Reading, and Writing. And seeing the fact that English is a main subject at school is involved into curriculum as one of the compulsory subject. “We have already know, ear is one of the individual sounds we hear to derive the meaning of words and change utterances…”\(^{19}\). It means that students must concentrate on the sounds or the speaker to understand what the speaker says and to get the meaning of word. Listen or hear are the same meaning it’s try to hear, therefore, how to hear, comprehension and correct respond that is by often do more practice, trained and experienced heaving, moreover developing the ability to understand the spoken foreign language.

   In context of teaching language, many teachers consider that teaching listening is more difficult than teaching speaking. Other term said that teaching defines as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.\(^{20}\) Because that a rule teaching not

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only transfer knowledge and idea to the pupil but also becomes solution to the pupil for developing his skill. So, for has teaching listening, teacher has to know the technique of teaching listening.

Listening is more important than speaking. One of the strongest arguments for emphasizing listening and delaying speaking is based on a particular view of what it means to learn a language.\textsuperscript{21} It happens long years ago, and know people realize that listening is more important than speaking because listening is the natural precursor to speaking. It means that when people begin to speak firstly (when children), the first doing is listening to the sound source and then the mouth try to spell it, when it built up, people can begin to speak. This statement strengthens by Nation & Newton statement as followed:

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. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basic for the other language skills.\textsuperscript{22}

There are many definitions of listening. Listening is more than just hearing and paying attention. That including listens to an interesting speaker, to the music of a fine or cuesta, or to traffic sound as we drive. In each of these endeavors we react to what we hear. In other word, listening is a creative process.\textsuperscript{23}

According to Hamaguchi and Patricia McAleer “Listening is the process of receiving and understanding those words”.\textsuperscript{24} And listening is an active process of hearing and comprehending what is said.\textsuperscript{25} A listening problem can be the root of a receptive language weakness. After all, if information is

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\textsuperscript{22} I.S.P. Nation. \textit{Teaching ESL/EFL}. 2009, 79.
\textsuperscript{25} Hamaguchi. \textit{Childhood Speech}.2001, 76.
\end{flushright}
not getting heard as it was intended; it will be difficult to comprehend. In many cases the term receptive language deficit is used interchangeably with language processing deficit or even auditory processing deficit. Much research still needs to be done in this area.

Helping students to improve their listening to spoken English is a vital part of teachers’ job. They have to train their students by giving listening activities regularly. The activities must be purposeful and related to student experiences and interest. The student need to practice listening as well as engaging in instructional activities. Activities listening can be including in any type of lesson because in language there are listening ability and listening comprehension.

Teaching listening is the teaching that teachers do to guide and facilitate learning, enabling the learner to learn listening, setting the conditions for learning listening ability. The most important is to find out the way of the teachers teach listening more creatively and students improve their listening skill.

Listening skill is one of the most difficult subjects for students, because listening skills are acquired over time and with lost of practice. It’s frustrating for students due to no rules as in grammar teaching.

2. Concepts of Listening

Listening is very important in second and foreign language study. It is a skill that looks like passive activity but actually it is not. It not only listens what the speaker said but the receiver processes what he/she listens to. In processing the information that listeners listen at least they do five elements inside the process- hearing, attending, understanding, responding, and remembering. If the elements are incomplete, it’s only hearing not listening.

In addition, Michael Rost said listening in language teaching refers to

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a unique complex process that allows the listeners to understand spoken language by pacing, units of encoding, and pausing factually.\(^{27}\) In short, listening asks the listeners to process what they hear to gain information that informed by the speaker. Also, Harmer categorizes listening as a receptive skill and including in sub-skill area and he also stated there are differences how people understand for specific and general information through their listening.\(^{28}\) In short from some definitions above, listening is a language skill that has complex process which need some elements to complete that process for gathering information of spoken language by hear sense that human has.

The definitions above are about listening in general. While listening skill is a core component of second-language proficiency.\(^{29}\) It is one of skill that uses one of human sense, ears, as the first part to entrance the information in audio form before it comes to the human brain. In addition Tyagi said that listening skill is a key to receive messages effectively. The effectiveness can be seen from the combination of hearing what someone says and psychological involvement with the person who is talking.\(^{30}\) From those definitions it can be concluded that listening skill is important element in English language proficiency that has some factors inside and outside of the listener that will affect the output of this skill itself. Whether the information is received effectively or not.

3. **Process of Teaching Listening**

Jeremy Harmer also gives the suggestion that, “… students can improve their listening skill and gain valuable language input through a


combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voice other than the teacher’s, enable students to acquire good speaking habits as a result of the spoken English they absorbs, and help to improve their own pronunciation.³¹

From the suggestion above, the writer give opinion that students can improve their listening skill with the use extensive and intensive listening materials and procedures. For example by using extensive listening material helps students to acquire vocabulary and grammar and makes students better readers. And with use intensive listening material helps students to improve their own pronunciation.

Richard has a relatively standard format for listening lesson develop at this time:

a. Pre-listening

Pre-listening of all important new vocabulary in the passage

b. Listening

Extensive listening (followed by general question establishing context). Intensive listening (followed by detailed comprehension question)

c. Post-listening

Analysis of the language in the text (Why did the speaker use the present perfect?) listen and repeat: the teacher pause the tape, learners repeat word.³²

From the explanation above, the writer concludes that there are three format of lesson develop listening: pre-listening, listening and post-

listening. Those are given to students in language learning process in classroom. With story students can measure their understanding in learning listening. The student can to find new vocabulary and understanding what the student listen. The student can answer question which have giving the teacher. If the student not clear what the listen, they can repeat the word.

4. Types of Listening

Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill. Those are:

a. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.

b. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.

c. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

d. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.

e. Responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.

f. Autonomous listening; focus on learner management of progress, navigation of “help” options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

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People only listen of what they want to listen. It depends on the purpose of listening, academic or entertainment. The purpose of listening activity could be considered by teachers if they want to teach this skill. The purpose can be combined by teacher in teaching listening especially for basic level learner. Teacher could teach listening academically by using media that entertaining students. Many literatures show the new way in teaching listening. The new way in teaching listening shows the combination of the purpose of listening.

Teacher in the classroom can teach structure, pronunciation, or vocabulary by using many kinds of technique that could attract students to learn from authentic material. By using authentic material, teacher for foreign learner can provide his/her students to be familiar with the language they learnt. Selection of authentic material should be done and differentiate the material by the level of students, whether basic, intermediate, or advanced. For the basic level, the authentic material should be something light, easy and attractive. For instance, teacher can use a media that close to the students’ life such as song.

In this study, listening skill relates on the independent variable-popular songs. Since song is a short piece of music, listening has three types on it. There are the sensuous type, the expressive type, and the Sheerly musical type. Those types spelled out by Copland, the eminent American Composer, on The Understanding of Music by Hoffer. These are the explanation:

a. The sensuous type means the music of the song affecting listeners’ physical and make listener pleasure on what they hear.

b. The expressive type is the agreement that when somebody listens to the music it can stimulate the listener’s feeling. It could be sad, happy, angry, etc.

c. Sheerly type. It requires the listener to be trained and to be having

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more knowledge to listen. Usually this type is having by people who pay a lot of attention in music world.\(^{35}\)

Based on the exposure of types in listening skill, there are some relation between listening skill and listening to the music or song. People can hear music everywhere but it’s not absolutely they listen to the music. They are really listening to the music when they have one of the three types above. It is a skill that needs a process that will make someone really know of what they listen to not only hear.

5. **The Process of Listening**

Listening is a process that will ask the listener to interact with what they listen to. The real listener should comprehend on what they listen to. The comprehension on listening process minimally has eight processes based on Brown that he adapted from Clark & Clark and Richards, those are:\(^{36}\)

- a. The hearer process what we will call “raw speech” and holds on as an “image” in their short-term memory.

- b. The hearer determines the types of speech event being processed and then appropriately “colors” the interpretation of the perceived message.

- c. The hearer infers the objective of the speaker through consideration of the type speech event, the context, and the content.

The hearer recalls background information relevant to the particular context and subject matter.

- a. The hearer assigns literal meaning to the utterance.

- b. The hearer assigns intended meaning to the utterance.


c. The hearer determines whether information should be retained in short-term or long-term memory

d. The hearer deletes the form in which the message was originally received

In contrary, Carroll in Buck argued that “listening process only have two stages-processes; the apprehension of the linguistic information contained in the message and the application of that linguistic information to the wider communicative context.” Carroll in Buck also has different ideas about process of listening. Her idea seems like influenced by Bloom’s taxonomy but she did not make any reference to him, it describes of increasingly complex cognitive skill. Here are they:

a. Mechanical skills: the listener performs by rote memory, rather than by understanding,

b. Knowledge of the language: the listener demonstrates this by showing knowledge of facts, rules, etc.

c. Transfer: the listener uses this knowledge in new situations,

d. Communication: the listener uses the language as a natural vehicle for communication,

e. Criticism: the students analyses or evaluates a piece of language in terms of its effectiveness, appropriacy, style, tone etc.

In the real live classroom activity, there are some suggestion steps to make the process of listening more effective:

a. Talk less. The good listener should stop talking when someone is trying to talk with him/her. it can help him/her to catch the purpose of the speaker.

b. Get rid of distractions. When the information is important to know by the listener, she/he should avoid everything that could interrupt by listening carefully.

c. Don’t judge prematurely. Give your attention until the speaker

38 Gary Buck, *Assessing Listening*, 2001, 70
done even the ideas conflict with our own.

d. Look for key ideas. Extract the central idea because most of us think much faster than people speak.

e. Ask sincere questions. Request for new information to clarify a speaker’s thoughts or feelings.

f. Paraphrase. Make sure your interpretation as a listener as a listener is accurate.

g. Suspend your own agenda. It means that when you are listening to someone, concentrate on what the speaker is saying not what you think.

h. Emphatic listening. It is knowing that given the same set of circumstances you might have done the same thing.

i. Open your heart with love. When we listen for not about score or make a judge that we right and the other wrong, it’s time to open our heart. by doing that, we do so with the belief that we are all the same.39

6. Factors Affecting Listening

In listening, other languages such as English, listener could have difficulties in doing it. It could be some factors that affecting listener’s ability to listen different language. There are at least three factors:40

a. Characteristics of listeners. Including the working memory of listener, metacognitive strategies, listener’s experience, and listener’s anxiety.

b. Characteristics of passage or material to be listened. Relating to the length, complexity, organization, and auditory features of passage

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39 Gwen Nyhus Stewart, B.S.W., M.G., H.T., Types of Non-verbal Communication Listening Skills, 2016, (http://www.leehopkins.com)

or material.

c. Characteristics of the testing conditions. Including at this point are
time limits when doing the test, multiple hearings, and note-taking.

In addition, Norflee has four factors that affect listening skill, those are41:

a. The listener. The more listener interested in the topic the easier they listen nto the topic
b. Background knowledge. Without adequate background knowledge, listeners with poor listening skill will have difficult time accessing difficult information
c. Speaking style. The manner in which people speak may have an effect on listening
d. Visual input. For some people, visual supports aid listening for new information

For further, Underwood has seven points:42

a. Speed delivery control. Listeners could not control how fast the speaker’s speak
b. Unavailability of words repetition. Listeners do not have a power to ask repetition for all words the speaker’s speak when it happen outside the classroom but they do inside if they learn by using tape recorder.
c. Limitation of vocabulary. The speaker may use vocabulary that the listener does not know, it will be the barrier for listening process.
d. Fail to recognise speakers signals. Listeners may lose the chance to

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know whether the speaker move to the next point or to give an example when they speak.
e. Lack of knowledge. Listeners may lack of knowledge to the issue that the speaker’s speak.
f. Difficulties to concentrate in foreign language.
g. Students may have established certain learning habits that they fear to pass it. For example, the teacher ask them to understand the word meaning that they heard.

7. Purpose of Listening

According Sheath Rixon, the purpose of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life, but there is a large variety of different types of listening in real life. Rixon said mentions some situations in which listening is important,

a. Listening to announcement in stations, airport etc
b. Listening to the radio
c. Participating in a conversation face to face
d. Watching a film, play, or TV
e. Participating in a meeting, seminar, and discussion
f. Talking a part in lesson
g. Listening to talk or lecture
h. Participating in a telephone conversation.

Rost, M says successful listening involves an integration of these component skills, not the individual skills themselves. This integrationist the component skills not the individual skills themselves. This integration of these perception skills, analysis skills, synthesis skill is what we will call a person’s listening ability.

Successful listening requires making effective ‘real time’ decisions about these questions. In this sense, listening is primarily thinking.

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process-thinking about meaning as they listen. The way in which the listener makes these decisions is what we will call a listening strategy.

Rost stated that there are four principles for developing listening ability:

a. Listening ability develops though face to face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face to face interaction provides stimulation for development of listening for meaning.

b. Listening develops though focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for listening in English, learners can mobilize both their linguistic and non-linguistic abilities to understand.

c. Listening ability develops though work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their effort and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what have achieved and revision.

d. Listening ability develops through attention to accuracy and an analysis of form. By learning perceive sounds and words accurately as they work on meaning oriented, our activities, our learners can make steady progress. By learning to hear sound and words accurately, learners gain confidence in listening for meaning.44

From the explanation above about the principle for developing listening ability, the writer concludes that there are some characteristics that have to know by the teacher and the student, in order to the English learning process can be effective and get the goal of learning process in the classroom. The teacher has to know that suitable for teaching each

material in learning English. Every material has different suitable of principle of develop listening ability.

8. **The Way of Listening**

   Top-down and bottom-up

   According to Harmer:

   “…. In top down processing the reader or listener get a general view of the reading or listening passage by, in some way, absorbing the overall picture. ….in bottom-up processing, on other hand, the listener or the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.”

   Top-down are listener based, the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activity a set of expectation that help the listener to interpret what is heard and anticipate what will come text. Top-down strategies include listening for the main idea, predicating, drawing inferences, summarizing.

   Bottom-up are the text based, the listener relies on the language in massage, that is the combination of sounds, words, and grammar that creates meaning. Bottom up strategies recognizing words order pattern. Strategic listeners also use metacognitive strategies to plan, monitor and evaluate their listening. We can simplify the way of listening; top-down is from general to specific view of the listening passage and bottom-up is vice versa.

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9. Assessing Listening

a. Dictation

Dictation is a widely researched genre of assessing listening comprehension. The students give three time, first listening (natural speed, no pauses, test-takers list for gist), second listening (slowed speed, pause at each // break, test-taker write), third listening (natural speed, test-takers check their work).

b. Communicative stimulus-response Task / MP

Another- and more authentic-example for extensive listening is found in a popular genre assessment task in which the stimulus monologue or conversation and then is asked to respond to a set of comprehension question.\(^{46}\) It mean students listen question in tape-recorder and answer question on test-takers.

Marrinne adds in his book, Teaching English as a second or foreign language 3\(^{th}\) that: “Task with this outcome can include listening to songs, stories, plays, poems, jokes, anecdotes, or, as suggested by Ur, “general interesting chat improvised by the teacher”. Same of activites in this category, which by and large are focused on transactional outcomes for these tasks, Ur note that setting any outcome other than enjoying, for instance, may become super flouts or even harmful to the completion of the outcome of just enjoying.

Designing, assessment task for extensive listening can do dictation, communicative stimulus-respone task, authentic listening task (i.e retelling, the topic can be personal topic e.g about hobby, plans for future, opinion of local issue. Everything that makes students felt enjoyable. It can improve both speaking and listening.

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