**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In doing this thesis, I use some books which are related to this study in order to make the study better and support the idea. They also give me more knowledge about listening that can make the writing of this thesis easier.

Linda and Heun (1986:8) explain that listening is defined as the process of receiving, attending to, and assigning meaning to aural stimuli.

Thomlison (1984:13) tells that listening includes “active listening” which goes beyond comprehending literally to an empathetic understanding of the speaker.

Ronald and Roskelly (1985:6) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and they present specific exercises to make students active listeners to the same “inner voice” one hears when writing.

Pearson and Fielding (1983:20) maintain that listening involves the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure-all of which seem to be controlled by the same set of cognitive processes.

Anto Santoso (2004:15) in his thesis entitled “The Ability of Junior High School in Listening Songs” explained that listening involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

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1. **Description of Audiovisual**

 Basically, the activity of teaching and learning is the process of communication. The process should be done through the activity which conveys the message or information by the teachers to the students.

The messages like knowledge, skill, idea, experience, and etc. and the teachers’ problem is how to convey to students certain ideas, basic knowledge, and information in the shortest possible time and in accordance with the principle of learning. It needs a means of communication to convey the messages that called media. These aids will not replace the teacher, but they will make the teaching job easier and result in greater learning.

 In teaching- learning process, media which used to accelerate the communication is called the Educational media. The learning process involved seeing, hearing and doing on the objective and thinking or reasoning on the subjective. The eyes made the situation distinctly realistic; speech served to give it meaning; both resulted in a purpose to do; and doing broughtabout mastery. All these activities together made the learning as natural as the instruction.

Educational media which will be used in this research is audiovisual. The term Audiovisual may refer to work with both sound and visual component, the production or use of such works, or the equipment involved in presenting such works.

 Audiovisual has the characteristic likes:

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| --- | --- | --- |
| Media | Hardware | Software |
| 1. TV  | TV machine  | TV program |
| 2. Radio Vision/ Video | Video machine | Movie+ program |
| 3. Movie | Film projector  | Movie which is  |
| 4. Sound slides | Slide projector  | Cassette slide. |

**1. Types of Audiovisual**

Movies and television shows are examples of audiovisual presentations. Audiovisual is the modern instructional media as the development of science and technology involved the media that can be seen, heard, can be seen and heard. So, it means thatAudiovisual is the media that can be seen and heard all at once to clarify the picture that can be seen. Ex: slide audio, television.

1. Movie

Movie is the kind of audiovisual. If it is compared with the other media, movie has the excess such as:

1. The message receiver will get clearer response and not easy to forget it because between see and hear can combined become one.
2. It could enjoy the event in long duration at the certain process or event.
3. In technique slow-motion, it could follow a movement or the activity in short time.
4. It could overcome the limitedness of space and time.
5. It could develop attitude, behavior and aroused emotional and also expand a problem.

2. Television (TV)

The specific of TV as the educational media and the implication to the education such as:

1. The fact that is presented is concrete and directly.
2. By the sense of sight and sense of hear, television can make a contact to the event as the real and directly.
3. It gives challenge to know something more.
4. The uniformity of communication.
5. The short explanation that will be programmed must be comprehensive.

**2. The Role of Audiovisual**

 The role of audiovisual is influenced by space, time, and audience such as:

1. It could overcome the differences of someone’s experience between the students.

Ex: The students who live in the mountain area who never see sea can use the media by watching movie, cassette video.

1. It could over come the limitedness of class.

Ex: The tools which will be touch is difficult to bring in the class, it can be touch by slide film, strip film, etc.

1. It could over come the difficulty if a thing cannot be seen directly because it is too small.

Ex: Cell, bacteria, atom can be seen by using picture media, slide, film, etc.

1. It could overcome the movement of thing as fast or too late whereas the process of the movement can take the students’ attention.
2. It could overcome the things that is too complete can be separated part to part to be seen separately.
3. It could overcome the sound that is too soft to hear by ears directly, people can use the tool likes loudspeaker.
4. It could record the natural incident likes the eruption of volcano, tsunami. It can be seen by film, picture media or we can watch it from video.
5. It will raise the interest of learning and the motivation of the lesson activity of the students.

It may be well to explain briefly some of the specific ways in which audiovisual aids influence the learner.

**a. They Attract and Hold Attention**

A verbal explanation supplemented by an audiovisual aid is far more effective in attracting attention and creating interest than if it is given unaided by such a device. This type of presentation adds variety and breaks the monotony of the ordinary instruction. The concentrated attention and sustained interest developed this way are most important to learn. There is always a tendency for the mind to concentrate on the thing which the eye sees and the ear hears once at all.

**b. They Aid Retention of Information and Visual Images**

The major part of the things people hear are forgotten in a relatively short time and it is difficult to recall accurately what is heard. On the other hand the things they see make a more lasting impression and they experience considerably less difficulty in recalling the object or process with increased accuracy. Students have a greater interest in the realistic and concrete than they have in the abstract and symbolic.

It is highly probable that the average person will easily forget the explanation of how an internal combustion engine operates; but if the explanation is accompanied by the showing of a real engine, a model, a film strip, or motion picture the impression is fixed and enables one to recall the operation without hesitation.

**c. Assist in Forming Correct Image**

To form a more complete sensory impression, a picture or a model must be used to supplement the explanation. Sensory experiences concerning an object, topic, idea, or event. Sensory experiences are not only necessary to more complete comprehension, but they are the key to the students’ mental activity and future learning.

**3. The Function of Audiovisual**

1. It will raise the learning motivation of the students because audiovisual is a new thing for the students, so it can attract their attention. It is also urge the students to know something more.
2. It can repeat the lesson which has learned before.
3. It provides the stimulation of learning.
4. It will influence the students to give response actively.
5. **Understanding Listening**

Listening is not a single-dimension skill. Sometimes people enjoy listening music although they do not understanding the meaning of it. At some level, we are aware of the sound, but we certainly are not actively listening. There are kinds of listening:

1. Marginal: The listener is somewhat aware of sound in the environment but Is not actively responding to the stimulus.
2. Appreciative: Here the listener responds to the poetry, music, stories, and so Forth primarily for enjoyment and the stimulation of creative or expressive Thoughts.
3. Attentive: The listener focuses on the stimulus to get information to Participate actively. This type of listening is involved in following Directions, taking part in a discussion, finding the main idea or sequence of Events and so forth.
4. Analytic: In this kind of listening, one interprets and evaluates the material Heard. Determining bias or point of view, evaluating information and Judging accuracy are all aspects of analytic listening (Pratt, 1956:134).

From the four kinds of listening above, I think that “analytic” is the most Essential point that the students have to know because it can enable the students to Listen and get the meaning.

 The most difficult learning for the students to study commonly is “appreciative” Because the students are hard to find the deep meaning from poetry, song, story, etc because as far as I study that poetry, and song have a special meaning.

More recently listening has been classified based on its purpose into five Categories: appreciative, discriminative, comprehensive, therapeutic, and critical

That they will be clearly explained as follows:

1. Appreciative listening involves listening to enjoy or to gain a sensory Impression from a sound serves as a “sounding board” to enable the speaker To talk through a problem
2. Discriminative listening involves the listener in judging the kinds of the Words or sentences from the sound or what the speaker said in the Conversation.
3. Comprehensive listening involves the listener in understanding or getting The meaning of the story/ conversation that can make student’s ability Sharper in listening that relies on thought processes and language reaction Skills so students can retell about the story.
4. Therapeutic listening involves listening to connect with hearing a sensory Impression from a sound, so students are able to answer the question from The speaker that is said in the conversation and also to repair again the Wrong words or sentence that related on thought process and language Reaction skills.
5. Critical listening involves the listener evaluating or judging the message Delivering into account the effects of the languages, arguments, appeals, and credibility in listening, but it seems quite clear that listening is not simply hearing what the speaker says or even understanding what is heard. Instead it appears to be a cluster complex skill that relies on thought processes, memory, and language reaction skills.

**1. Description of Listening Comprehension**

 Listening comprehension is the receptive skill in the oral mode. When we Speak of listening what we really mean is listening and understanding what we hear.In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren’t aware of how complex a process it is.

Omaggio (1986) classified that there are two kinds of listening situations in which we find in ourselves:

1. Interactive.

2. Non- interactive.

Interactive listening situations include face- to- face conversations and Telephone calls, in which we alternately listening and speaking, and in which we Have to chance to ask for clarification, repetition, or slower speech from our conversation partner.

Some non- interactive listening situations are listening to the radio, TV, films, lecture, or sermons. In such situations, we usually do not have the opportunity to ask for clarification, slower speech or repetition.

Listening is also important for obtaining comprehensible input that is necessary for language development.

The things are involved in listening comprehension:

1. Speech perception

Ex: sound discrimination; recognize stress patterns, intonation, pauses.

1. Word recognition

Ex: recognize the sound pattern as a word, locate the word in the lexicon, and retrieve lexical, grammatical and semantic information about the word

1. Sentence processing

Ex: parsing, e.g. detect sentence constituents, building a structure frame.

It means that the sentence is formed from subject, predicate, object, and adverb.

1. Construct the literal meaning of the sentence. Select the relevant meaning in case of ambiguous word
2. Hold the information (in short-term memory)
3. Recognize cohesive devices in discourse.
4. Infer the implied meaning and intention.

It means that the listener can get the conclusion or the intention of the sentences or conversation.

1. Predict what is to be said.

Richard (1983) proposes that listening is the micro-skill, which involved inUnderstanding what someone says to us. The listener has to:

• Retain chunks of language in short-term memory.

• Discriminate among the distinctive sounds in the new language.

• Recognize stress and rhythm patterns, tone patterns, intonation contours.

• Recognize reduced forms of words.

• Distinguish word boundaries.

• Recognize typical word-order patterns.

• Recognize vocabulary.

• Detect key words, such as those identifying topics and ideas.

• Guess meaning from context.

• Recognize grammatical word classes.

• Recognize basic syntactic patterns.

• Recognize cohesive devices.

• Detect sentence constituents, such as subject, verb, object, prepositions,

Etc.

**2. Principles of Teaching Listening**

1. Listening should receive primary attention in the early stage of English Source Language (ESL) instruction.

2. Maximize the use of material that is relevant to students’ real life.

3. Maximize the use of authentic language.

4. Vary the materials in terms of speakers’ gender, age, dialect, accent, topic, Speed, noise level, and genre.

5. Always ask the students to listen with a purpose and allow them to show Their comprehension in a task.

6. Language material intended to be used for training listening Comprehension should never be presented visually first.