

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving a brief discussion on what is related to the focused of this study. In this chapter the researcher tries to give explanation of theoritical frame work which is covering of listening, teaching listening, zoom cloud meeting application and previous study

A. Teaching Listening

1. The Nature of Listening

Listening is one of the forms of communication that people do daily. In general, listening is a process where listeners listen to speakers to receive, interpret and understanding the information. This maybe look simple and easy, but it is not easy as it look since listening requires not only ear to recieve the information but also requisres thinking and prior knowledge in order to interpret and understand the spoken input correctly.

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop listening skill. It is the active process of receiving and responding to spoken (and something unspoken) messages. Helgesen (2003:4) stated that listening is an active process of understanding information. In the listening process, listeners are able to understand message or information at a higher level than what they already know. Because listening is a combination of

information or messages obtained by listeners and the experiences they already have before.

People commonly misunderstand in terms of hearing and listening. Even though hearing and listening are different, they are both using the same part of body, namely is ears. In simple way hearing is dealing with sense but listening deals with minds or thinking. Thus, listening is the process of understanding something that can be message or information by hearing to the speakers' sounds.

When people listen, they identify the sound or the utterances of what the speaker says and the use their prior knowledge to make complete sense of what they are hear. Finally their understanding take form from the process of listening. Most of the people generally listen to confirm their expectation or to get information, detailed information or specific information.

Listening is a very important condiment in the teaching and learning process, especially in language learning. The importance of listening in language teaching and learning demand the language teachers to help the students become effective listeners. (Maria, 1998). For instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or uderstand.

Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of learners.

2. The Types of Listening

Based on the explanation before listening occurs under the consciousness of the listeners and it happen because of some purposes of the listeners themselves. In harmony with this, listening grouped into two types, which are interactional listening and transactional listening. Interactional listening can be referred to the two-ways listening, it is often socially oriented and mostly it is happen to fulfil the listeners' social need. Interactional listening also involves the interactional between the listeners and the speakers.

The example of this type is often can be find in family gathering, small talk, or casual conversation at the party. On the other hand, transactional listening can be referred to the one way listening. The use of this type is primarily to deliver or communicate information which in this situations the listener cannot confirm nor clarify the information that the speaker informed. This type of listening often find in the seminars, stadium general, and news broadcast.

Obviously, for listeners knowing the various types of listening can be useful. The listeners can be decide what to listen other than trying to understand every single spoken word. In the other words, listener can

decide which point that they have to pay more attention, it depends on their purposes of listening. As we know, listening has many purposes, so it also produce many kind of listening well.

Professor Owen Hargie divided listening into six types, which are discriminative, comprehension, evaluation, appreciative, dialog, and emphatic listening. Discriminative listening can referred to the basic form of listening which the purpose of the simply to scan and monitor the visual and auditory input. Comprehensive listening refers to the goal of listening itself which is to comprehend the listening input and understand the message or the information that have been given by the speakers.

Evaluative listening is the type of listening that enables the listeners to make the appropriate judgement of the speakers' message by evaluating accuracy, meaningfulness, and utility of the speakers' message. Appreciative listening can be referred to listening for gaining pleasure or appreciate the input. Dialog listening is two-way listening that generates benefits for the both speaker and listener as they sharing views or ideas each other in order to make a decision that both side would agree. The last point is emphatic listening, that is the type of listening that can be difficult to perform because the listeners needs to understand and experience what the speakers feel and thinks.

Meanwhile, Jeremy Harmer just splits listening into extensive and intensive listening. Extensive listening is just like extensive reading with simple purpose to create a better reader, advancing vocabulary and also

grammar. So with extensive listening it also can have the same effect in students' language development. In extensive listening, teacher give the student liberty to choose the material of their extensive listening, so the students can enjoy it and not only doing in the classroom but also outside the classroom such as at home, and other place.

The material are varies, it can be movies, songs, audios, etc. Which is easy get from the Internet. The point is that the contents should be appropriate and meet the students need so this type of listening will work effectively.

Furthermore, intensive listening is where the students and the teacher have live interactions and practicing listening strategies. Sharing topics and responses are included in this type. The forms of intensive listening can be vary, such as story telling, reading aloud, interviews and conversation. The main purposes of intensive listening not only to build students confidence and belief. Because of that, the teacher is highly demanded to be the feedback organizer, machine operator and also the prompter.

Some media as though movie, song and video can be used to support this type of listening. The students can watch the media as many as they want, because the main focus is the students have to recognize and aware with what they hear and listen. So they will get the useful inputs from the material they listen.

However, these two types of listening can combined, whether the

material or the procedures. Cause both of the types provides input not only from the teacher but also the other sources which will give rise to students good speaking habit from the English spoken input that they listen which will help them improve their pronunciation and speaking skill.

3. The Process of Listening

The listening is actually the process on how the listeners comprehend and interpret the input and spoken language. In this case, the listeners differentiate between sounds, vocabulary, grammatical structure, stress and intonation and the intended meaning. Related to the process of listening, Gebhard (2000 : 144) state that there are two processes in comprehending spoken english, namely; based on the ways of processing the text and the types of situation where the understanding takes place.

Based on the ways of processing the text, there are bottom-up processing and top-down processing. Bottom-up processing is the process of decoding a message that the listener hears through the analysis of sounds, words, and grammar that creates meaning. Bottom-up process include : listening for specific details, recognizing cognates and recognizing word-order patterns. This listening comprehension tends to be an interactive, interpretive process where in understanding messages, listeners use their prior knowledge and linguistics knowledge. Meanwhile, top-down processing is the process of decoding a message by using background knowledge of the listener related to the topic, the

situation or context, text type and the language.

This background knowledge helps the listeners to interpret the spoken language and anticipate what will come next. The top-down process includes : listening the main idea, predicting, drawing, inferences, and summarizing

4. The Types of Skills in The Process of Listening

The listening process sometimes is not easy to do especially for the beginners. In processing the language, the listeners should have some skills in interpreting spoken language. McDonough and Shaw (1993) and Rost (1991) explain that a listener as a processor of language has to go through three processes using three types of skills :

1) Processing sounds/Perception skills

Because the complete perception does not emerge from only the source of sound. In this case, the listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentences and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key word, basic syntactic patterns, cohesive devices, etc.

2) Processing meaning/analysis skills

This is a very important stage for the listeners. The sensing of meaning is retained for much longer while the syntactic is lost from

the memory within a very short time. Richards (1985:191) says that memory works with propositions, not with sentences. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker maybe going to, accumulate information in the memory by organizing them and avoid too much immediate detail.

3) Processing knowledge and context/Synthesis skills

In this case, “context” refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while ‘linguistics knowledge’ refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of references, social attitude and topics. So, members of a particular understanding. Listening is thought as interplay between language and brain which requires the activation of contextual information and previous knowledge where listeners guess, organize and confirm meaning from the context.

B. Online Learning

1) The Definition of Online Learning

The use of the Internet today is familiar to us. The Internet is a global network that connects thousands and even millions of computer network (local/WAN) and personal computer, which allows each computer connected to communicate with each other (Hardjito, 2002).

Communication on the Internet is generally carried out in writing without being carried out simultaneously between the sender and receiver of the news. Internet has changed the world communication.

The Internet makes the world narrow because with the Internet can communicate without being limited distance, space and time. The use of the Internet for educational purposes which is increasingly widespread, especially in developed country, is a fact shows that with this media it is possible to hold a more effective teaching and learning process (Hardjito, 2002).

This happens because the characteristics of the Internet are quite unique so it can be used as a learning media. As media of teaching and learning in school, the Internet must be able to provide support for the implementation of an interactive communication process between teachers and students as required in a learning activity.

The conditions that must be able to be supported by the Internet are mainly related to the learning strategies to be developed, simply can be interpreted as communication activities carried out to invite students to work on assignments and assists students in obtaining the knowledge needed in order to do the assignment (Boettcher 1999).

One of the use of the internet in education is distance learning. There are various terms in referring to distance learning, namely online learning, e-learning, internet-enable learning, virtual learning, virtual classroom, or website based learning (Sihaan, 2003). In simple terms,

Brown (2002), said that online learning is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction and facilities and is supported by various other forms of learning services.

Soekartawi (2003) states that online learning is learning that utilizes electronic technology or digital media services which the teachers and students or the fellow teachers can communicate relatively easily without being limited by protocol matters and use self learning materials.

2) The Characteristics of Online Learning

Based on the description above, Hardjito (2002) says that the Internet can be used in classroom learning settings because it has unique characteristics, namely :

1. As an interpersonal media and also a mass media that allows one-to-one although one-to-many communication.
2. Has an interactive nature.
3. Allows for synchronous communication and delayed communication (asynchronous), thus enabling the implementation of the three types of communication which is a requirement for the emplementation of learning process.

In addition, Soekartawi (2003) adds that online learning has the following characteristics :

1. Make use of electronic technology services, where teacher and students, students and fellow students or teachers and fellow teachers can communicate relatively easily without being limited by protocol

matters.

2. Taking advantage of computers (digital media and computer networks).
3. Using self-learning materials stored on a computer so that teachers and students can access it anytime and anywhere if they need it.
4. Make use of the learning schedule, curriculum, learning progress results and matters related to educational administration can be viewed at anytime on the computer.

Boettcher (Hardjito, 2002) explains that learning strategies which include teaching, discussion, reading, assignments, presentations and evaluations. Generally their implementation depends on one or more of three basic communication methods, namely :

1. Communication between lecturers and students
2. Communication between students with learning resources
3. Communication among students

If these three aspects can be carried out in a scrasive composition, it is expected that an optimal learning process will occur. The success of achieving the goals of learning is largely determined by the balance between these communication lines (Hardjito, 2002).

3) The Form of Online Learning

Haughey (Hardjito, 2002) explained that there are three forms of

learning through internet (online learning) as a basis for developing a learning system using the Internet, namely :

1. Web Course

Web course is the use of the Internet for learning purposes. All teaching materials, discussions, consultations, assignments, exercises and exams are completely delivered via the Internet.

2. Web Centric Course

The web centric course is learning with part of the study material and exercises delivered via the internet, while the exams and some consultations, discussions and exercises are carried out face-to-face. The percentage of meetings in the web centric course is smaller than web course.

3. Web Enhanced Course

Web Enhanced Course is the use of the Internet for education to support the improvement of the quality of teaching and learning activities in the class. This form of main learning activities is face-to-face activities in class. The role of the Internet in the Web Enhanced Course is to provide the resources by giving addresses or making links to various appropriate learning resources that can be accessed online.

This matter is to increase the quantity and expand communication opportunities between teachers and students reciprocally. The Web Enhanced Course can be said to be the first step for educational

institutions that will carry out internet based learning or online learning before organizing more complex internet learning such as a Web Course or a Web Centric Course.

C. Zoom Cloud Meeting Application

1) The Definition of Zoom Cloud Meeting Application

Zoom Meeting is a learning medium using video. The founder of the Zoom Meeting application, Eric Yuan, was inaugurated in 2011 whose head office is in San Jose, California. This application is not only used for learning but can be used for office and other matters. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if our account is paid. In the Zoom Cloud Meeting Application, we can communicate directly with anyone via video. Therefore, it is suitable to be used as a learning media.

Zoom Cloud Meeting Application is a platform that helps human interact virtually. This application can connect people in one online forum. Through this application we can carry out several activities such as online meetings, online learning, online work, and online seminars. Zoom Cloud Meeting Application provides a combination of video conferencing, online chat, and online meeting features. Moreover, the presenters and audiences or the teachers and the students can communicate directly via the internet or online.

Zoom Cloud Meeting Application is an alternative way in the midst of the pandemic era. Through these application, some activities or

work can still run even although it is in a long distance.

2) The Benefits of Zoom Cloud Meeting Application

In some institutions, Zoom Cloud Meeting Application it was used before the Covid-19 pandemic. The choices of these platform because it is considered quite effective to be used as a media for distance learning. Zoom Cloud Meeting Application has become a familiar application in many countries, so that during the pandemic the reason for choosing this application to carry out some activities was no longer in doubt. The use of Zoom Cloud Meeting Application is also considered very practical, because for some people it is easier to communicate verbally than in writing. So this application is very convenient when in remote conditions like today. Here are some benefits of Zoom Cloud Meeting Application, namely :

- A) Chat features and HD quality video, this is make zoom cloud meeting as one of the applications of choice for holding online classes.
- B) Supports 1000 participants. It is possible to hold a meeting of many people directly in a forum without having to be in the same place.
- C) Recording and scheduling features for video conferencing can make it easier to prepare for e-learning or online classes.
- D) Management of encrypted data storage so as to ensure the security of data and information shared in the online class.

- E) Joining a meeting or e-learning via a link can make it easier to invite many people to join.
 - F) Zoom Cloud Meeting is a platform that's free so everyone can use it.
- 3) The Weakness of Zoom Cloud Meeting Application

Out of several benefits described above. Zoom Cloud Meeting Application as a platform also has several weakness that may be felt by the users. Below is the weakness of Zoom Cloud Meeting Application for educational :

- A) Need a strong network. This may have an impact on the video conferencing process because the network speed is different in each area so that sometimes interruptions are often made.
- B) Requires a lots of internet quota because there are no features that regulate quota usage or operational costs in this application.
- C) There is no feature to track the duration during the e-learning process makes it difficult to monitor the effectiveness of e-learning by using Zoom Cloud Meeting Application.
- D) Video quality is sometimes not good because it is affected by the signal or network, especially when learning practicum students will have difficulty in observing.

D. Previous Study

First study is conducted by Zezens Pratama entitled "*Improving Students Listening Skills Through Watching English Movies*". This research

using pre-experimental study involving students' at eleventh grade of SMA Negeri 1 Manggar, Bangka Belitung province. The data collected from the pre-test and post-test. The treatment was given at pre- activities, while activities, and post activities. The test in this research using listening test twice and use observation sheet to get data of students' listening ability.

Second study is conducted by Veronica Mustika Heni Permatasari with the titled "*Improving Students' Listening Skill Through Podcasts*". The population of this research are eight grade students of SMP BOPKRI 1 Yogyakarta. The treatment was given at pre-activities, while activities, and post activities. The test in this research using listening test twice to get data of students' listening ability.

The third study is conducted by Siti Nurjanah entitled '*Using Digital Storytelling to Improve Student' Listening Ability*'. Same with the second study, this study also select the student of eight grade as the population. This study was held in MTsN Syekh Yusuf Sungguminasa. This study is using digital storytelling as the media to improve students' listening ability. The data collected was collected by holding a pre test and post test.