

CHAPTER II

LITERATURE REVIEW

In this chapter presents some reviews of relevant theories and studies these are about Nature of Listening, Types of Listening, Listening Process, The Teaching Listening, Testing Listening, Listening Texts, Narrative Text, Media, An Overview of Audiobook and Previous Studies.

A. Nature of Listening

Listening is learning as habit which the students have to knowing and understanding the meaning. According to Machado, Listening is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering (Machado, 2012). It means that the students can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

According to Vandergrift, Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. It can be said that listening is involving the construction; retention and reaction to the information get from a listening material. In listening, students should process the received sounds in order to understand the speakers 'information. Listening goes through a

process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination (Rost, 2011). The definition above tells us that listening is also giving response about what the students hear. Students can give response if they know the speakers tell about. If the students do not know what is listened then they cannot respond. So in listening students have to understand and get the main idea of what is listened.

Based on those theories above, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the way that invites the communication to continue. Students can say that they listen if they can understand and give response to the talker.

B. Types of Listening

According to Brown, there are four types of listening as follows:

1) Extensive Listening

Listening to develop a top down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

3) Intensive Listening

Listening for perception of the components (phonemes, words, intonation, discourse, markers, and so on) of a larger stretch language.

4) Selective

Processing stretch of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment tasks in selective listening could ask students, for example, to listen for name, numbers, a grammatical category, directions (in a map exercise), or certain

Facts and events (Brown, 2003:120).

C. Listening Process

1) Bottom-up Process

According to Nation and Newton, bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Nation and Newton, 2009). It means that the bottom-up process more focus on phonological code in the words. The listeners should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other.

2) Top-down Process

Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication

to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

D. Teaching Listening

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 understand. 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 the learners.

Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should be beyond the understanding, then the action.

The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners.

There are some principles of teaching listening skill that should be known by the teacher (Brown, 2007). First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English

language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

C. Testing Listening

Listening is one of the crucial language skills. Therefore, like other skills it should be taught and tested properly and regularly. While testing listening, different aspects of language should be tested. One way of using talks in listening tests is to have the tested listen to the talk and then fill in the blanks in a written summary of the talk. The words chosen from blanks should be ones that the tested cannot figure out from the context of the summary, without listening to the talk, but they should also be ones that are related to the main idea of the talk, so that filling in the blanks does not require remembering small details of the talk.

Another way of doing this involves giving tested questions to answer as they listen to the talk. These questions can be short answer/completion, multiple choice, or true/false. The difficulty with using short answer or completion questions is that they require the tested to both read and write while they are listening, something that can be difficult even for native speakers. Multiple choice questions may require a lot of reading, something that may also be a problem. True/false questions may be the best type for this type of task, since they require relatively little reading compared to multiple choice questions and relatively little writing compared to short answer/completion questions. Also, true/false questions can also have a "no information available" option, meaning that the information required to

answer the question is not included in the talk. This decreases the amount of guessing and reduces the element of chance.

D. Narrative text

Narrative text is the one of the text types that inform and entertain the reader of the stories. Explore the value of the social, culture, religion, moral, etc that focus on teaching the reader or the writer in the life better. Kiszner and Mandel (2009:60) define “narration is writing that tells a story.” In addition, Barwick (1998:4) define that a narrative relates a realistic, imagined or fictitious story.

There are some features of a Narrative Text as Anderson & Anderson states (1997:8):

1. Constructing a narrative

The steps for constructing a narrative text are:

- a. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b. A complication that sets off a chain event that influences what will happen in the story.
- c. A sequence of events where the characters react to the complication.

- d. A resolution in which the characters finally sort out the complication.
- e. A coda that provides a comment or moral based on what has been learned from the story (an optional step).

2. Language features of a narrative

The language features usually found in a narrative are:

- a. Specific characters
- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in the story
- d. Descriptive words to portray the characters and setting

3. Structure of narrative texts

- a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen (e.g. the relationship of the characters, where they live, the time they live in and what they're aiming to achieve) may be important

for the later development of the story. The orientation forms the background for complication.

b. Complication

A problem or series of problems interrupt or complicate the lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

c. Series of events

In this part of the story a sequence of expected and unexpected actions affect the setting, atmosphere, characters or time.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution.

e. Reorientation

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

4. Types of narratives

Narrative has some types in the stories. There are many different types of narratives including Anderson & Anderson (1997:18) Humour, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, Adventure. Narrative is one of the interesting stories that taught to the students in school. Narrative text has opportunity to the students to learn language more fun and imaginative. Students were in the Junior High School has been taught about narrative. Because of narrative text is included in the standard competency in 8th grade of Junior High School.

Students have prior knowledge about its story. The stories have known before by the students, makes the researcher easily the researcher's way in listening lesson and to ask the students to listen story about narrative text. The stories that students know is not only from local contexts but also from foreign contexts. They had known from parents' storytelling, from books, and also from television. There are some stories local or foreign contexts such as myths, folktales, fairy tales, legends, and fables.

E. Media

1. Definition of Media

Sadiman (1990:6) states that media is a kinds of component in students are which an influence the students to study. Media can help the students more understanding in their study, because the existences of the media is appropriate with the learners wants. The learners can choose the media that they like to increase their study. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letters, television, film and telephone and even the road and railways, as there are extension by which man can communicate with other. From that statement, it may be conclude that media is something which someone or teacher used to make deliver information and transferring the material or subject to students is easy. It is included of people or things around.

The use of media hoped to influence and has some benefits in the teaching learning process. In teaching English, teacher can use the media to stimulate the students' attention more. In addition, the use of media can be done to make in the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using

media, the students are not bored with the situation in the classroom or outside the class.

2. Kinds of media

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape/casset. The teacher will play the casset and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool which can gives the real visual experience the students. The advantage of

visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantage are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media. The audio visual media has some advantages; it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

F. An overview of Audiobook

1. Definition of Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry, 2016). Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and also listen to the variant accent. And also

students can get audiobook easily they can get it on the internet on MP3 player forms, CD etc.

Smith (2017:5) said, Audiobook is a tape-recorded book. A book is read with or without added sound effects and recorded onto a cassette tape. Audiobook is not a book. It is a recording book story or novel which is read by professional author. To make the audio-story more interesting, the author can add sound effect. Audiobooks are spoken recordings of books, which can be convenient to hear while you're exercising, dinning or commuting. Listening to an audiobook on a cellphone works great; just like they do with music, people can listen to audiobook while driving, resting, jogging, or whatever. After you download or rip an audiobook, you can hear audiobook through your phone and then selecting audiobook you want to listen. It can be a good media in teaching listening because the students can listen it whenever you like, when you're exercising, dinning, commuting, driving, jogging, or whatever. So students can have a lot of practice because audiobook is flexible.

a. Advantages

- 1) Expose listeners to a variety of genres; meeting individual interests
- 2) Audiobook can develop reading, comprehension, listening and critical evaluation skills.
- 3) Audiobook can be listened everywhere.

- 4) Develop understanding of correct pronunciation of English, dialects, and non-English words.
- 5) Audiobooks provide authentic material recorded for general audience without consideration for non-native speakers.
- 6) Teach critical listening.
- 7) Introduction new vocabulary or difficult proper names or locales.
- 8) Sidestep unfamiliar dialects or accents, old English, and old-fashioned literary styles.

b. Disadvantages

In big classrooms with poor acoustics, the audibility of audiobook often gives cause for concern. It is sometimes difficult to ensure that all the students in a room can hear equally well. Another problem with recorded material in audiobook in the classroom is that everyone has to listen at the same speed, for some may be too fast or too slow. It means that audiobook will more effective when it use in a lab, with headphone, but not every school have an English laboratory. Listening audiobook in Laboratory the students can listen better but if the school do not have the English Laboratories so the teacher should make sure that the sound clear so it will be fine to be used in class. And also, students have to listen the same speed but actually the case is the students have different capability in listening. So, the teacher should find the audio that can fit to all of them, find the audio that is not too fast and also not too slow.

2. Procedure of Teaching Listening by Using Audio Book

Smith (2017) provides the five procedure of using audiobook as follows:

1. Choose audiobook of the story that is slightly above students' listening levels.
2. The first playing, ask students to listen to the story and the Pronunciation.
3. After listen ones, listen again at the audiobook and pay attention to the words they did not know.
4. In the third, ask students to listen the story while following along on the book or the text of the story.
5. Now that the students understand what the words are saying, listen again more closely to things they did not notice at the first time, like how to use a word in a sentence or how the Reade's voice sounds when they use a phrase.

G. Previous Studies

The previous studies about Audiobook have been conducted by some researcher. From those previous studies, the researcher can take lessons and also their discrepancies on the basis of the found gaps, the recent study is done. First study was conducted by Merliana Gita from Universitas Raden Intan Lampung (2017), entitled "A Comparative Study of Students' Listening Comprehension Taught Using Video and that Taught Using Audiobook at the

First Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year”. This study revealed there is a significant increasing score in students’ listening comprehension (Gita, 2017).

Second study was conducted by Fajry from Syiah Kuala University, Banda Aceh (2016), entitled, “Audiobook: Teaching Listening Comprehension” that had been done by Fajry, Komariah, and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of academic year. The result of that research is the researcher found that audiobook was successful in enhancing the students’ performance in listening comprehension (Fajry, 2016)

Meanwhile the researcher wants to conduct a study with the same media that is Audiobook, by using experimental research with quasi experimental design. In this study, the researcher use different subject than previous studies that is eighth grade students at MTs. Al-Huda Bandung. The researcher wants to investigate The Effectiveness of Audiobook on the students’ Listening Skill by listening Audiobook especially for Junior High School.