

CHAPTER II THEORETICAL FRAMEWORK

Listening skill

2.1 The nature of listening

The study of listening is one of the topics covered in linguistics and conversation analysis. Improving this skill with practice is possible, and it has several advantages. Listening to and responding to verbal (and occasionally silent) messages takes effort.

According to Rost, listening is a process that involves taking in what is being said by the speaker (receptive orientation), creating and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination, and empathy (transformative orientation). Therefore, listening is a sophisticated, active process of interpretation whereby listeners compare what they hear to what they already know.

Rivers in Hasyuni then elaborate on the idea that creativity comes from listening. It implies that we understand the sound hitting our ears, take the raw material—words, word arrangements, and the rise and fall of the voice—and create a recipe from it. Next, we gather the ingredients, begin cooking, and then consume the food. If we make the proper preparations, the procedure will be successful.

If we pay attention and are familiar with all of the sentences, we can hear the proper words in addition to hearing. As can be inferred from the definition above, listening is a sophisticated, active process of interpretation in which listeners compare what they have heard to what they already know—starting a process in mind. Before readily studying other abilities, we must pay attention when listening.

The ability to concentrate or hear anything is called listening capacity, even though listening is distinct from hearing. Although they are frequently used interchangeably, hearing and listening have distinct characteristics. Although both hearing and listening involve the sense of sound, the contrast in terms suggests the level of purpose. Passive activities are what hearing is most concerned about. We are hearing when we pick up sounds without focusing on their origin. The brain automatically translates the words into the speaker's meaning as you listen.

Fundamentally, listening is interpreting the intent and message of sounds or words. The process is dynamic and involves more than just categorizing words or sounds. Based on the beliefs mentioned above, the Researcher described listening as a process of hearing what the speaker says and understanding what the speaker is thinking. Speaker, listener, and sound are also components of listening.

The ability to listen involves being able to focus on or hear something. Listening and hearing are two distinct activities; listening involves deciphering the meaning and message of the sounds or words, whereas hearing is simply a passive activity.¹

In the noble Qur'an Allah SWT say:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا

¹ David Nunan. (1999). *Second Language Teaching and Learning*. Canada: Heinle&Heinle

"So high (above all) is Allah, the Sovereign, the Truth. Moreover, (O Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (Ta-ha: 114).²

The keyword of this verse is "Revelation", an essential word in this text. Listening and revelation go hand in hand. Allah S.W.T. prevents the Prophet Muhammad S.A.W. from reading the revelation before thoroughly listening. Why does the Researcher claim that it is related to listening? Because we know from the verse above that we must listen to the speaker to understand what he or she has to say.

As we all know, listening is the ability to comprehend spoken language. Listening is an essential skill in almost every activity we do. We listen to a wide range of things, including what someone says during a conversation, face to face or on the telephone, announcements giving information, for example, at an airport or railway station, the weather forecast on the radio, a play on the radio, music, someone else's conversation (eavesdropping), a lecture professional advice, for example: at the doctor's in the bank instruction, for example, on how to use a photocopier or other machinery directions a taped dialogue in class.³⁶

In Al Qur'an surah Az zumar verse 18 Allah says:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ وَأُولَئِكَ هُمْ الْأُولِيَاءُ

"Who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding."

They understand it and practice what it orders, meaning what is mentioned

² Taqi-ud-Din al-Hilali, Muhammad and Muhammad Muhsin Khan. *Translation of The Meaning of the Noble Qur'an In English Language, Madinah 2007*

³ Lindsay, C. & Knight, P. (2006). *Learning and Teaching English*. Oxford: O.U.P. P: 76.

in the word to Moses a.s. When he gives the law to him, let the creature of God listen to and deliver the good.⁴

Moreover, those who avoid statues and demons and return to Allah in all their affairs will receive good news from my servants who listen to and follow the best conversation and bring more people to the truth. Allah has chosen them, not others, to receive guidance, and they have great minds.

Other than that, listening is a complex process due to its double psychological and social nature. Listening is a psychological phenomenon that occurs on a cognitive level inside people's heads and a social phenomenon that develops interactively between people and their environment. It considers listening to a complex process, which needs to be understood to teach and evaluate it before integrating it with phonological aspects and speaking skills.⁵

2.2 The process of listening

Listening is a process of actively building meaning. A listener must grasp what the speaker says in order to communicate effectively. Rather than a simple match between sound and meaning, understanding spoken language can be regarded as an inferential process relying on the perception of many cues. In order, there are several models have been developed to explain how the listening process functions. Moreover, the bottom-up, top-down, and interactive models are the most widely known.⁶

⁴ Yusuf, Ali. *The Holy Qur'an Text Translation And Commentary* (Jakarta. Dar- Al Arabia). 1968

⁵ Bueno, A, D. Madrid and N. McLaren, (eds). (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada. P: 77

⁶ John Flowerdew & Lindsay Miller. (2005). *Second Language Listening: Theory and Practice*. U.S.A.: Cambridge University Press. p. 24-27

2.3 The Bottom-up Model

The 1940 and 1950 saw the birth of this model. According to this approach, listeners build understanding by starting with the lowest unit of the acoustic message: individual sounds or phonemes. These are then combined to form words and subsequently combined to form phrases, clauses, and sentences (lexical level). Finally, separate phrases form ideas, concepts, and their connections.

This bottom-up model's text processing is based on the traditional communication concept of information transmission. This concept states that communication can occur without reference to the speaker, listener, or more significant context. Since it is provided that there is no deficiency in the channel and both sender and receiver are using the same code, successful communication is guaranteed. To make an understanding of the meaning or intention of the speaker, the listener starts with the following;

Lexical → *selection* → *syntactic* → *representation* →
phonologicalRepresentation → *articulatory system* →
*meaning*⁷

The study finds that in the top bottom-up model, the listener will catch and understand the speaker's meaning from the word, then go on to phrases, clauses, and finally, a sentence based on the ideas above. As we all know, learners must be able to listen successfully even when confronted with foreign vocabulary.

⁷ Trevor Harley. (2011). *The Psychology of Language From Data to Theory*. New York

Low-level students may not have enough vocabulary or knowledge of the language yet. Bottom-up listening activities help the students to understand enough about the context or material.

For example, speaker = I will come to your house tonight.

2.4 Top Down Model.

It is possible to comprehend a word's meaning before decoding its sound. Because this top-down paradigm stresses the use of prior knowledge or experiences in processing text to understand it (contextual knowledge), rather than depending on individual sounds or words, everyone possesses a wide range of knowledge and experiences, including knowledge about their surroundings. In most instances, everyone has a preconceived notion of what will happen or what they will hear. Listeners use the pre-established pattern of information and discourse structure stored in memory when applying contextual knowledge to utterance interpretation.⁸ For example, if we hear the following unfinished sentences: she was upset, she picked up the gun, pointed, and we know what is going on and probably just require a small amount of acoustic information to interpret the next word, "fired" or "shot," or whatever.

Example: Students can use knowledge about the topic or setting, visuals, or keywords to guess the content of a listening activity before it is delivered.

2.5 Interactive Model

The interactive model has a significant advantage over hierarchical models,

⁸ Psychology Press Taylor and Francis Group, p.35

whether bottom-up or top-down, in that it allows for individual heterogeneity in linguistic processing. This opens up the prospect of a model sensitive to individual learning styles on the one hand and group needs on the other from a pedagogical standpoint. Some people may rely more on top-down processing, while others prefer a more bottom-up approach. Beginners will likely need to devote more time to acquiring basic bottom-up decoding skills at the group level. However, for more experienced students who have mastered introductory phonology and syntax, focusing on top-down abilities such as schematic knowledge may be more suitable. However, even advanced students must work on bottom-up elements of quick speech.

Top-down and bottom-up capabilities were included in the interactive model. It is dependent on the requirements of the learner. The teacher employed a bottom-up model at first; after the students learned it, the teacher moved on to a higher-level top-down model in the listening-learning process. In other words, listening occurs in five stages: hearing, understanding, remembering, evaluating, and responding.⁹

2.5.1 Step 1 “Hearing (receiving)”

It is a physical response induced by sound waves stimulating the sensory receptors of the ear; it is also known as a neurological process; hearing is the perception of sound waves; you must hear to listen, but you do not need to listen to hear (perception necessary for listening depends on attention).

2.5.2 Step 2 “Understanding (learning)”

⁹ Sandra D. Collins. (2009). *Interpersonal Communication: Listening and Responding*. USA: South-Western Cengage Learning, p.8-9

This stage aids in comprehending the symbols we have seen and heard; we must assess the meaning of the stimuli we have heard and seen; symbolic stimuli include not only words but also noises (this is the aspect of consciousness of mind and directly related to intentionally the intention to understand and to be understood).

2.5.3 Step 3 “Remembering” (Recalling)

It denotes that a person has not only received and interpreted a message but has also stored it in his or her mind. Our attention is selective when we listen, and our memory is selective as well. What is remembered may differ substantially from what was initially seen or heard. It is intensely focused.

2.5.4 Step 4 “Remembering (Judging)”

At this point, the active listener weighs evidence, sorts fact from opinion, and determines the presence of any information in a message. Information may remain in the student's short-term memory while actively thinking about it, then be transferred to a long-term memory storage or lost.

2.5.5 Step 5 “Responding (answering)”

Students can answer in a way that communicates to the speaker that the message has been heard and understood appropriately. Students' responses can enhance a connection and give a speaker more bravery. We may deduce from the preceding description that cognitive, consciousness, concentration, and attention are critical for a successful listening process and to aid the teacher or students in their learning scheme.

2.6 The types of listening

According to Wilson, there are four main types of listening, they are:¹⁰

2.6.1 Critical

To grasp and evaluate the speaker's message, listen for facts and supporting information.

Example: Informative or persuasive essays, class discussion and announcements.

2.6.2 Emphatic

Put yourself in the shoes of the other person and try to comprehend what he or she is thinking

.Example: Conversation with friends or family.

2.6.3 Appreciative

Identify and analyze aesthetic or artistic elements, such as character development, rhyme, imagery and descriptive language.

Example: Oral presentation of a poem or short story and dramatic performance.

2.6.4 Reflective

To gather knowledge, ask questions and then use or reflect on the answers to develop new questions.

Example: Class or group to form new question.

The alternative explanation of the many forms of hearing is found in the language classroom, which is constrained compared to what happens outside. Since teachers make the choices of listening passages. There are two types of listening based on the language classroom.¹¹, as follow:

¹⁰ Sandra Hybels. (2007). *Communicating Effectively*. America: Prentice. P: 99.

¹¹ John Field. (2009). *Listening in the Language Classroom*. UK Cambridge

2.6.5 Participant Listening

In this style, students engage in more face-to-face listening, although listening for shorter periods. Some of these interactions need more helpful information. Some kids are more prone than others to:

Identify various points of information within the text. Demand a high level of attention throughout the passage.

Often requires a focus on micro-points rather than macro ones.

This point remains that auditory scanning is the primary type of listening practised in the listening classroom.

2.6.6 Non – participant listening.

In this type, the activities require the learners to listen and report on recorded passages. The passage's content may be a monologue or an exchange between two speakers, but the listener's role is non-participant. An interactive setting necessitates a different kind of listening than listening to a recording because one of the most crucial aspects of the process is the listener's need to construct an appropriate reaction to what they have heard quickly. When the speaker signals a change of turn, the listener must grasp a relatively quick piece of information and be ready to respond.

2.6 The Difficulties of the Listening.

Listening is a difficult skill for pupils to master. The first reason is that if pupils do not grasp the information, they do not have the text to

look at. The second cause is the native English speaker's accent and intonation. Furthermore, each country has its dialects and regional accents, which can perplex the listener. These factors make learning to listen challenging, and kids frequently encounter difficulty.

According to Ur, some children have trouble hearing, have to comprehend every word, cannot understand native speakers quickly and naturally, must hear things more than once, struggle to keep up and become fatigued when learning to listen. According to the description, students frequently encounter challenges when listening. Students have varying levels of listening ability. Furthermore, being Indonesians, pupils are rarely exposed to English, even when the speaker is natural. Because their environment uses their mother tongue language, their environment does not support them.

Every student has a unique personality, which naturally results in a unique learning style and trouble with learning. It also happened in the listening process, with most students finding it challenging. Here are some issues that occurred during the listening process.:

2.6.7 Working Memory

All listeners use working memory strategies to pay attention to, temporarily store, and interpret incoming speech in L1 or L2, depending on their listening level. Working memory is a cognitive system that combines short- and long-term memory, a central executive storage component and an intentional control component. Memory power varies from person to person. While listening, we must take note of what the

speaker said. We may not be able to recollect every word, but we can understand the key ideas of what was spoken.

Since we are aware that people vary in their levels of intelligence, a million persons will be described as :

- 1% disabled, having I.Q. around 30-70
- 5% dull-witted, having an I.Q. of around 70-80
- 14% stupid, having I.Q. around 80-90
- 60% average, having an I.Q. of around 90-110
- 14% smart, having an I.Q. of around 110-120
- 5% brilliant, having an I.Q. of around 120-130
- 1% genius, having an I.Q. of more than 130.¹⁵

2.6.8 Recognizing the Code.

The language legacy of structuralism had a significant influence on this period. It was considered that the students' problem was their inability to apply the phonological code effectively enough to recognize which words the speaker was using and how these were structured into sentences. Students also need help understanding other facets of English, including lexical items (words that convey sounds or movement), syntactic code, structural items (their use and meaning), functional items (their form and purpose), and even sound.

Many pupils, for example, need help understanding or knowing about syllables (words, how to spell e-a-s-y/ e- a-s-e) and the vowel/ consonant rule. Students also had trouble predicting or placing the appropriate stress where they were

listening, such as present (present, as a noun) or present (prized, as a verb).¹²

When the speaker spoke, they were unaware of any of the five intonation patterns that are known to exist: Rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has finished), falling pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun), rising pattern (usually (signals) the speaker has begun).

a) Unfamiliar Vocabulary

Remind students that listening to passages using common vocabulary is easier to understand, even when the topic is unknown. Knowing the meaning of the words may spark students' learning interest and positively impact their listening ability. Students are typically unfamiliar with many words the speaker uses and need help understanding what the speaker said clearly.

b) Length and Speed of the Listening.

The kids ' level was crucial for listening to extended parts and remembering everything. Listening for more than three minutes is difficult for lower-level students. Hearing comprehension is aided by short listening texts, which reduce boredom and maintain learners' concentration. The writing speed is another factor that makes it tough to listen to. Although native speakers used the speed, it was too rapid for

¹² Asrul,dkk. 2014. *EvaluasiPembelajaran*. Bandung: Citra Pustaka Media, p.7

students and foreigners. It is challenging for the students to catch the target words. The teacher must slow down the pace to assist the starting students.

c) Physical condition

The inconvenience of classrooms occasionally makes it difficult for students to listen. Students in the front rows of a large classroom may be able to hear the tape, but those in the rear may not.

d) The Lack Of Concentration

The drive is one of the most significant factors determining a student's capacity for listening. Students could need help staying focused in a foreign language course. When it comes to listening comprehension, even the slightest distraction might impair comprehension.¹³ It is essential to keep your attention focused when you are listening. If the audience concentrates, they can quickly, accurately, and clearly understand the speaker's points.

2.7 The Solution to solve The Student Listening problem

In this section, the Researcher tries to implement the CALL method;

a. CALL method

The term "Computer-assisted language learning" (CALL) was chosen by all interested attendees at the 1983 TESOL congress. Even though it is frequently advised to change the name, it is generally used to refer to the field of technology and second language teaching and learning.¹⁴ In addition to Graham Devi's assertion

¹³ Mustafa AzmiBingol, "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class". Journal of Educational and Instructional Studies in the World. Vol 4. No 4. May 05, 2016, p.4.

¹⁴ Chapelle, 2001, p. 3

that CALL is seen as a method of learning (CALL)¹⁵ Numerous studies have demonstrated that CALL students outperformed standard program students in learning foreign languages.¹⁶

Has more control over the class in a computer-assisted language learning (CALL) setting and can connect with pupils immediately without worrying about time constraints. This is because she or he can quickly reply to questions from students while the CD is playing and other students are listening to and responding to the provided material. Both roles—teaching as a central figure in a conventional class and serving as a mentor and guide in a CALL class—must be respected by students. In order to respond to students' questions and keep the classroom organized, teachers must be present in both classes. A CALL teacher has greater authority and takes on a more significant role than a conventional classroom instructor because they serve primarily as mentors and guides. This shows that teachers are necessary for both classes and that computers cannot replace them because they serve as the class's leader, observer, and instructor. The data and the expansion of students in traditional classes show that the teacher improved the students' listening comprehension. However, there was a more significant improvement in the CALL class.

b. **The Role of CALL in English Language Teaching**

Sokolik asserts that the development of new technology has prompted forecasts about how they will impact our classrooms and kids' educational futures and enthusiasm for using them in the educational setting. Consider the educational computing possibilities and classroom activities that will

¹⁵ Davies, G. (2002). Article on Computer Assisted Language Learning (CALL) in the Good Practice Guide at the Website of the Centre for Languages, Linguistics and Area Studies (LLAS), University of Southampton. Also available here, with updated links: LLAS CALL. P: 18

¹⁶ Asoodeh, M. M. (1993). Static Visuals vs Computer Animation Used in the Development of Spatial Visualization. Unpublished doctoral dissertation, Texas A & M University, TX. P: 22

remain relevant despite technological breakthroughs while thinking about the future of technology. The only thing that is known about the future of technology is that it will undoubtedly spread more widely and grow more potent (quoted in Celce-Murcia).¹⁷

Besides employing the CALL technique, the teacher must employ a strategy that requires collaboration between the teacher and the students during the learning process. It can begin with the teacher instilling motivation in the kids. By motivating students, teachers can help them believe in their academic abilities, mainly by listening.

According to motivation, internal factors (students' thoughts and perceptions) are significant for analyzing behaviour. By assessing students' conduct in the three areas, the instructor can start to comprehend student motivation.¹⁸

1. Choice of behaviour (although some students focus only on class work, others prefer to study more about a subject or topic outside of class).
2. Participation, activity, and tenacity (involvement in a task) in class
3. Workforce management (a key element in motivation and academic performance is a student's willingness to persevere when given dull, challenging, or complex assignments).

A teacher can remedy a hearing impairment by giving children a fundamental grasp of the learning process, particularly in listening. The teacher could help the

¹⁷ Celce-Mursia, M. (2002). *Teaching English as a Second or Foreign Language* (3rdEd). U.S.A. Heinle & Heinle Publishers. P:31.

¹⁸ Myron H. Dembo. (2004). *Motivation and Learning Strategies or College Success: A Self-Management Approach*. New Jersey:Lawrence Erlbaum Associates Publisher, p. 54.

students with the practice to support the listening-learning process. Because of this assistance, students can temporarily cross a gap to reach their destination. These solutions are supported in five primary ways to aid in the development of listening skills:

1. Teachers should give students authentic listening materials by demonstrating prior knowledge of the text's elements, and listening exercises should be adapted to their needs (e.g., about language, concepts, abilities, or text type).
2. Familiarity with specific textual elements (such as language, concepts, abilities, or text type). By assisting students in understanding the text or any other media that can help. Teachers should design listening assignments that engage students while also helping them hone their listening techniques.
3. Teachers should give their students many other input types, including lectures, radio, news, movies, T.V. plays, announcements, casual conversations, and interviews.
4. The teacher should use body language, such as pointing and facial expressions, to support the speech information.

These kinds of systems automatically instruct students on how to organize their listening abilities and experiences. As a result, a mission designed to enhance students' listening abilities should be completed by teachers and students jointly.