

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter concerns with some basic theories related to the study. This chapter consists of nine sections. First, definition of listening, second section is the nature of listening, third is the use of media in teaching listening, fourth is the definition and the effectiveness of telegram.

#### **2.1 Definition of listening**

Listening is the most fundamental language skill and plays an important role in our daily communication. More than 45% of communicating time is spent listening, which clearly shows how important this skill is in overall language ability Feyten (1991). Listening is the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning Howatt and Dakin (1974).

According to Howatt and Dakin (1974) , listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Ronald and Roskelly (1985) in Robin Wills define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

## 2.2 The Nature of Listening

We spend almost our time to listen. The amount of time that we spend listening is increased day by day because we almost listen to the television, radio, etc in our time. Students spend their time for listening not only at home but also at school. Rubin ( 1983 : 14 ) reports research estimates that almost 90% of the class time in the high school and colleges is spent in listening and discussion lectures.

However, parents and teachers assume that listening as a receptive skill that develops naturally. Several reasons supporting this statement is a study by Rubin ( 1983 : 14 ), who surveyed teachers. From his study, it was found that teacher did not include instruction in listening because they assume that this skill, like walking, developed naturally. People often assume that if people can hear, people can listen, however it is a fallacy to consider these two receptive skills as one ( Rubin, 1983 : 14 ). In other words, having a good hearing does not make a good listener. The difference between hearing and listening can be stated this way: “ hearing is the reception of sound, and listening is the attachment of meaning to the sound”. It means that listening is more than hearing ( Kline, 1996 ). Hearing is one of phases in listening process as a necessary prerequisite.

Hearing and listening are often applied interchangeably, but there are crucial differences between them. Hearing is the most grounded because it occurs in real time, in temporal continuum. Hearing is one of consciousness properties that are involved in listening, beside consciousness and attention. Listening is the process where the listener not only receives what the speaker says, but

also goes through a process of constructing a meaning. Negotiates it with the speaker and through personal heard ( Rost, 2002 ).

### **2.3 The use of media in teaching listening**

Listening is a receptive skill which is not only examined but also taught. For teaching listening, there are some techniques provided. However, teacher should consider in designing listening technique and most applicable for any technique is that teacher has to think that significance of techniques that specifically develop listening comprehension competence and the technique used in listening lesson is intrinsically motivating ( Brown, 2001).

In teaching listening, commonly teacher applies the technique which involves one approaches only, bottom-up processing or top-down processing approaches. However, it is better if teacher applies a technique which involves both processes in teaching listening. Brown ( 2001: 260 ) states that one of principles for designing listening technique is by including both bottom-up and top-down processing. Harmer ( 2004 : 201 ) also asserts that the acts of listening is probably most useful as interactions between bottm-up and top-down process.

### **2.4 Definition and Effectiveness of Telegram**

According to Abu-Ayfah (2020) Telegram is a messaging application that enables people to send videos, pictures, audio, or other types of files kept on a cloud-based server without making the mobile device full of capacity, and this application has different roles among various fields. One of the most famous online social media networks that can help the learner in learning foreign language. Telegram allows users to create groups up to 5.000 people

for broadcasting to infinite audiences. It is a technology widely used as a means of communication by Iranian youth today. But there are few researches in this regard. Little research exists regarding its influence on interpersonal communication in general, and between high school teachers and their students in particular, since telegram is relatively a new phenomenon. Using telegram messenger in English language is actually learning had positively affected the students' comprehension of vocabulary and grammatical rules.

Enables students to practice their four English skills which are listening, speaking, reading, and writing. For the teacher can use telegram by setting up a certain group discussion in a single classroom to maximize the learning process. When the teachers provided a Telegram group discussion with its interesting and appropriate context for students, it is possible to make students curious. To communicate with different users and share information. Telegram can also be used for online teaching purpose. With telegram quiz mode, you can set up survey and trivia questions in no time and get immediate feedback. Messaging is the best way to do this since most emails are always ignored, and phone calls may not be convenient. There are some differences between Telegram application and other social media which has similar function. Although WhatsApp or Line has function as communication tool with others, Telegram has better characteristics than those two applications.

According to Manna, et al., (2018), Telegram is very helpful for teacher or students in sending big file size like e-books, e-articles, audio, and video materials in the process of teaching and learning. Telegram could send messages, photos, videos, audio and file of any type up to 1.5 GB. In contrast,

WhatsApp only has size sending capacity up to 100 MB while LINE has more big size sending capacity than WhatsApp that is up to 300 MB. In this case, Telegram could be helpful media for teacher to send information or materials by communicating with their students in a group without any limitations in the use of this media. Moreover, it also provides Bot API by creating a new Bot that could be controlled and easily built specialized for it, and integrated any services. By using this feature, teachers could develop materials in variety ways in the process of teaching and learning. In the other hand, both WhatsApp and Line do not have this kind of system in their services. Based on the characteristic of Telegram application above, it can be summarized that this application could be a helpful media in English language teaching for teacher and students in vocational high school who also learn about technology in their programs.

Feature that provide for listening could be that the telegram would not take a long load when the user want to stream a video or download a video or even audio so it makes the user easier because it is very light to use. And normally other app can not set the time to play the video or audio for listening with how many duration or time that we need only.