CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theories related to listening skill, interactive listening material, developing material, CALL, Longtion Autorun application, and the previous study.

2.1 Listening

Listening is one of the parts of English skill. Listening subject is very important to learn because it is part of communication. If we don't understand with someone telling, the communication will be not clear too. So, the best way to have good communication is have good speaking and listening skill.

2.1.1 Definition of Listening

Listening is an active activity that involves receiving, deciphering, and perceiving a message with intent for attention and respond to the language. Here, listening is our understanding of hearing English directly or through media such as music or movies. Listening is an essential material in English because we should be able to find out what the people are saying to us. To be able to master the listening skill, we must really understand the words we hear because listening is not the same with just hearing.

Hearing refers to the sounds that you hear, whereas listening requires focus. Listening means paying attention not only to the story, but how it is told and how the other person uses his or her body language. In other words, it means

we should be aware of both verbal and non-verbal messages. Our ability to listen effectively depends on how we perceive and understand the messages.

Jack C. Richards divides the listening becomes two different perspectives: they are *listening as comprehension and listening as an acquisition*. Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as an acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency. Listening as acquisition is based on the assumption that the role of listening in a language program is to help develop learners' abilities to understand things they listen to.

Listening is one of the most important parts of the oral communication. An effective and active listening by an individual is very much important because listening is all about increasing the knowledge and helps the individual to increase their memory bank. Listening is a key to all effective communication, without the ability to listen effectively messages are easily misunderstood. Rachel Naomi Remen points out that "*The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.*" There are two typical of students listening habits, they are a poor listener and a good listener.

The poor listener will easy get bored with listening lesson without knowing what she/he taught first, while a good listener will always listen in order to get the information more for the sake of knowledge even though it seems boring. Then, the poor listener will assume that what the speaker said is not important to be heard but the good listener will find new ideas of the speaker. Poor listeners did not agree when he lost a lot of time to join listening subject, good listener will listen using the mind rather than the emotions. A poor listener only wants to know the facts, while a good listener wants to know how facts illustrate principles, how examples illustrate ideas, and how evidence supports arguments. Besides that, poor listener will take the information only through the existing text, but a good listener realizes that every lecture is a chance to get a new fact. Poor listeners will use every interruption as an excuse to stop listening, but good listener disciplines him or her to concentrate on the speaker's message. A poor listener will not take notes in details, but a good listener will note the main idea as a reminder. Poor listener will not review his/ her notes while a good listener will review the record to ensure clarity of notes. A poor listener will ignore the questions asked by the speaker during the lecture, but a good listener will record all speaker questions that may be used to test later. (http://www.salisbury.edu/counseling/New/listening_skills.html)

2.1.2 Interactive Listening

There are several terms of listening that suggested by the experts, such as *interactive listening, interactional listening, bidirectional listening, reciprocal listening, two-way listening, participatory listening,* and *collaborative listening.*

But here, the researcher wants to study about interactive listening. Interactive listening is an ongoing interactive process between the listener and the speaker. Interactive listening means attentive listening where you listen well and concentrate on what is being said without falling out of touch with the speaker and being therefore able to respond efficiently.

Active listening is a communication technique that requires the listener to feed back what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties. When interacting, people often "wait to speak" rather than listening attentively. They might also be distracted. Active listening is a structured way of listening and responding to others, focusing attention on the communicating objectively.

2.1.3 Interactive Listening Material

Interactive listening is something that enables people to realize their potential intellectual and emotional. Here, the interactive listening material is the material that can help the user to have more response on listening subject because the material using text, animation, video, audio, and games to make the students more enjoyable in joining listening class. Interactive listening material contain elements that can make the material becomes more interactive, one of which is to give many dialogues.

The interactive listening material can make the class be fun and students will interest more in joining listening class. Nowadays, students are fascinated by technology. They grow up in a world dominated by technology and they likely

have cell phones or other mobile devices in their pockets. The wise teacher makes use of technology to enhance the learning experience of their learners. The material can teach by using interactive media so the class be active and run well.

Here, the teacher can ask the students to listen a sound or video then teacher asks them to fill the question sheet. After the students get the information that has been heard from the audio or video they can discuss it or debates the answer if they have filled the questions sheets in conversation (it can conduct in group).

2.2 Developing Material

The definition of materials in materials development is anything which is used to help teaching language learners. Tomlinson (1998:xi) in Y.M Harsono journal "Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned". Tomlinson (2001) states that materials mean anything which can be used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet. These materials can be instructional, experiential, elicitative, or exploratory. The material is instructional when it informs the learners about the language. It is experiential when it provides exposure to the language in use, elicitative when it stimulates language use, and exploratory when it seeks discoveries about language use in natural settings.

There are two things to be elaborated about materials development. It is a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution (Tomlinson, 2001:66).

2.3 CALL

Here, the researcher wants to develop Longtion Autorun application as the focus of this study. Because Longtion Autorun application is the part of CALL, so the researcher considers that CALL must be explained too.

2.3.1 Definition of CALL

Levy M. (1997: p. 1) Define *CALL* **Computer-assisted language learning (CALL** as "the search for and study of applications of the computer in language teaching and learning". Longtion Autorun application is part of the CALL. Based on Wikipedia, the current philosophy of *CALL* puts a strong emphasis on student-centered materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualized learning. CALL is essentially a tool that helps teachers to facilitate the language learning process.

The advantages of CALL can be outlined as providing motivation for the learner, compatible and time flexible learning. Teachers should know the strengths and weaknesses in applying CALL. It is agreeable that technological

advancement and development has enabled the application of CALL programs in language learning and instruction, and it has become a new trend recently.

2.3.2 The Kinds of Application in CALL

The options of CALL media, which is suitable with the teaching and learning process, especially in listening subject are *Ulead, Movie Maker, HotPotatoes, Adobe Auditon, Longtion Autorun*. Ulead and Movie Maker is the same product. Those applications are used to edit a photo or video becomes a new project video. Hot Potatoes is application that usually used in learning English. There are several learning options in Hot Potatoes, such as J-cross for Crossword, J-Match for matching exercise, J-Cloze is for gap exercise, J-Quiz for multiple choice or essay and the last J-Mix is for arranging words to be sentence or sentences to be a paragraph. Adobe audition is application that used to edit audio, example music for mp3, the record of people voice or etc. Longtion Autorun is also the application that usually used in teaching and learning process. We can combine more than one application in Longtion Autorun so the learning media become more interesting.

2.3.3 Learning Listening using CALL

Actually listening is fun activities where the students can increase not only in listening skill, but also in speaking skill too, because when we listen, we must give a response like answer the question may be or retell about someone experience. But some students said that listening subject is boring because they miss some words by the speaker so they cannot catch the meaning of the

sentences or the learning process is too monotonous because the teacher only used traditional way in teaching English listening. The media feels less attractive by the students. It can make the students do not enjoy and comfortable in joining a listening class.

In this technology era, the teacher can change the atmosphere in the listening class become an interactive listening by using new media in learning English, it is CALL media. Using CALL, the students can feel more interested in learning English, especially in listening class because the teacher have not use traditional way anymore. The students can learn individual by using computer. CALL have many advantages such as CALL can make the students have good motivation in learning English, students can get different types of input using computer, and it can overcome barriers of time and place.

2.4 Longtion Autorun Application

In this study, the researcher use Longtion Autorun application to develop interactive listening material. Here below the reader can find the explanation.

2.4.1 Definition of Longtion Autorun

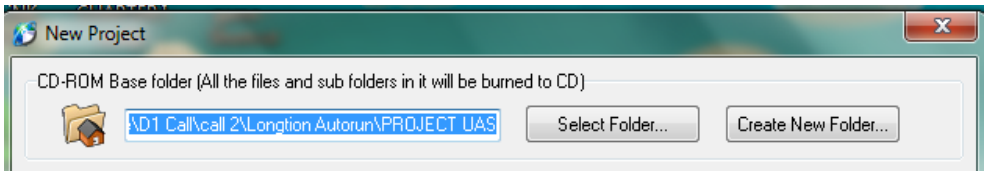
Longtion Autorun application by Longtion Enterprise is a popular design tool for rapid creation of autorun CD browsers and presentations. The best in AutoRun Pro Enterprise is that it has been designed with the ordinary user in mind, the one who doesn't want to take the time to learn how to use a complicated design tool or hire a designer to do the work. AutoRun Pro Enterprise is a powerful visual tool to create professional autorun (autoplay) interfaces and

presentations for your CD/DVDs. It is the easiest way to create, edit professional autorun (autoplay) interface and generate autorun files for CD/DVDs in a WYSIWYG (is an acronym for What You See Is What You Get) environment, just click, point, place and test (preview). So all is visual, fast, simple.

We can use Longtion Autorun application in teaching listening because with this application the students will be not bored join in listening class. The teacher also will have more variety in teaching listening. The material which is designed by Longtion Autorun application can be more interesting and interactive in listening subject.

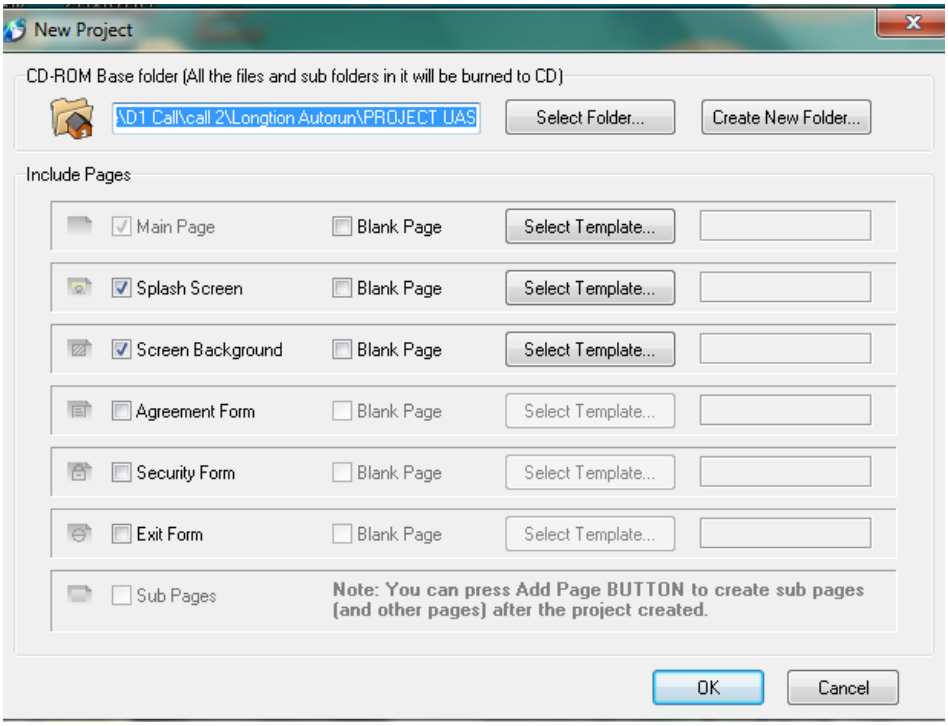
2.4.2 The Procedure of Making Product using Longtion Autorun

To make Longtion Autorun application for interactive listening material you can mix this application with another application in in CALL. Steps to make interactive listening material using Longtion Autorun application, first install this application on your PC. Then after the application installed, you begin to make a new project. To make a new project you should choose a folder to save your project when it is done.



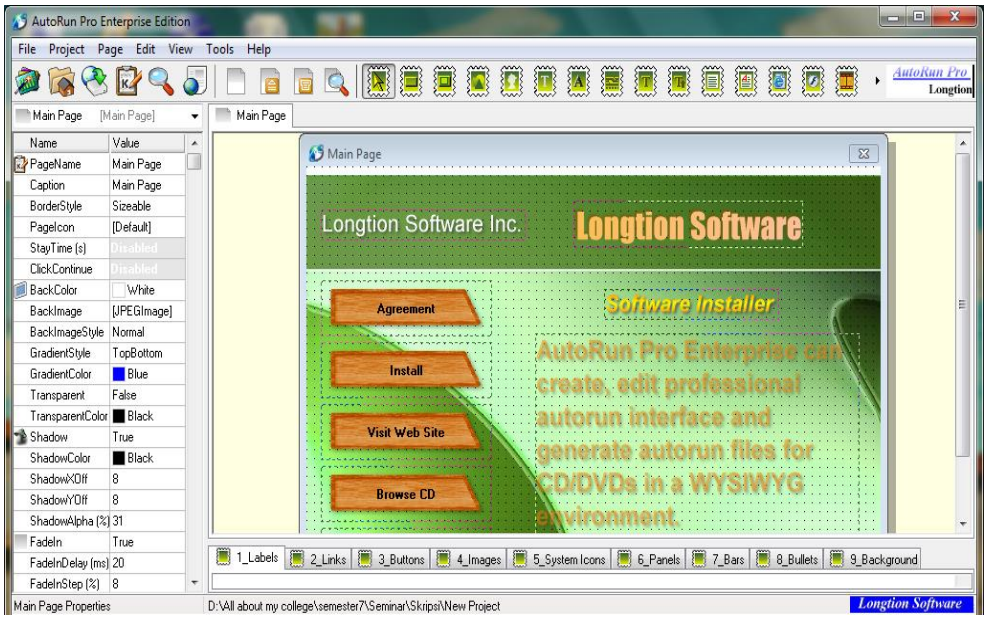
Picture 1. Display of new project

After that, choose anything page you want to put on your project for example: Main Page, Splash Screen, Screen Background, Agreement Form, Security Form, and Exit Form.



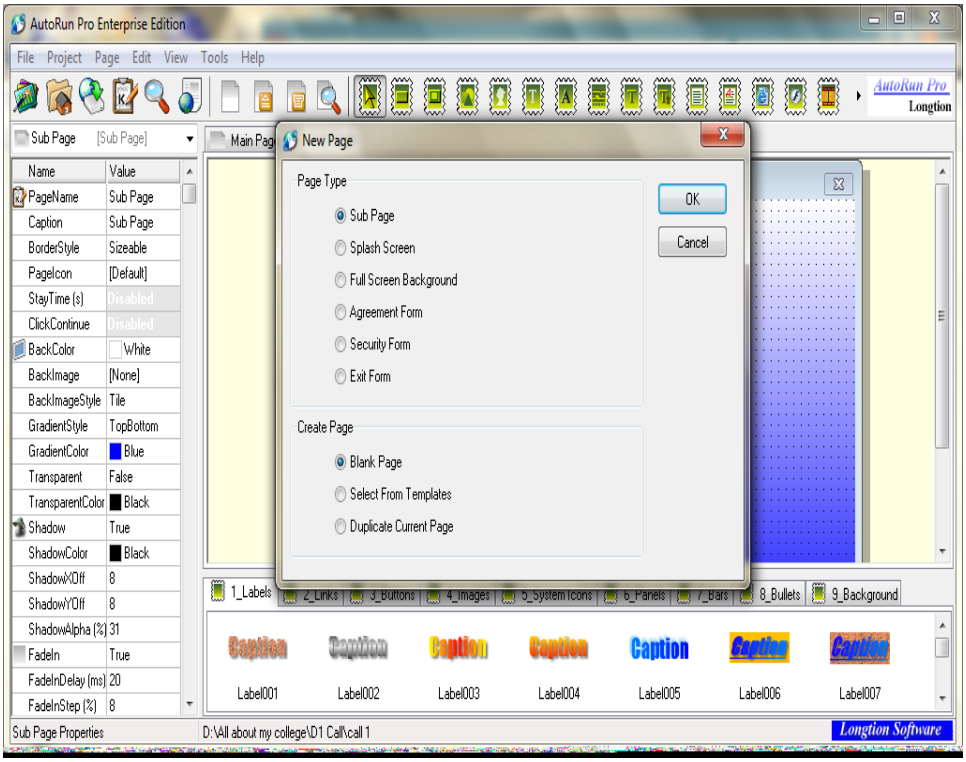
Picture 2. Display of kind of pages

The next step, you can start your new project to design the pages with your own creation.



Picture 3. Display of worksheet of Longtion Autorun

You can add another page here if it is needed. And to add the new page we can choose what type of page that we want to add.



Picture 4. Display by adding new pages

You can put audio, picture, or video which is appropriate to the listening material. You can also link this application with another application to make this interactive listening material. The example, link Longtion Autorun with hot potatoes. The hot Potatoes application is one of CALL application that usually used for teaching English in the class. In Hot Potatoes you can make a crossword puzzle, matching exercise, fill in the blank or arranging word becoming sentence or sentence becoming paragraph.

After the project already done you can start to use this application on your listening class. For the example, the teacher teaching about A and B here, the students can choose by him/ herself what is they want to learn.

2.5 Teaching Method

In this media, there are some teaching methods that appropriate to be applied in this developing material. Those are repetition, drilling, audio visual and learning center.

Repetition; there are listen and repeat activity in the Longtion Autorun. In this case, the students can listen and repeat what they hear until the student are confident and can speak at the same speed as the model. *Drilling* is an activity which practices a particular skill and often involves repeating the same thing several times. The students can keep their memories about the material taught by that repetition and drilling method. The researcer use *Audio-Visual* method in the developing material, it is because in the product the researcher use combination of sounds, pictures, and videos. Here also use *Learning Center* because the learning is totally determined by the learner. They can do presentation in front of class after they watch a movie, or they can do role playing games with their partner. It is also called learning center because the operator of this product is the students.

2.6 The Previous Study

The researcher relates this study with previous research in order to avoid replication. This study is intents on developing Longtion Autorun application for interactive listening material of 10^{th} grade at senior high school. Another study use Longtion Autorun application to developing vocabulary material. It is conducted by Anita Rachmawati (2012) entitled "Developing Vocabulary Material Using "Longtion Autorun" for the Fourth Grade of Students Elementary School". She on her thesis point out that that the product of the study had

successfully answered the students' needs in learning vocabulary as one of language components. She suggested for the future researcher to do the same research with different level, focus, and different research design in order to enrich the various research.

The other study about developing material is conducted by Nur Aini Ochtafiya on 2011 entitled "Developing Reading Material for 7th Grade Junior High School Using Flash Animation". The researcher finds out that there are similarities steps to developing material in Ochtafiya thesis. So, the researcher uses her thesis as one of the reference in developing interactive listening material using Longtion Autorun application.

Another previous study related to this research is on Dian Kurnia Oktaviani (2008) thesis was entitled "Developing English vocabulary material using the CALL instruction on the 3rd grade students SD Muhammadiyah Manyar GKB". In this study was designed to be developing material. The result of this study shows that this product is quite easy in operating. Because this product is in the form of CD-ROM, it just should be inserted on the CD-ROM and run it.

This thesis has some advantages for teacher and students. There are, for teachers, this product perhaps could help in combining the way in teaching English with other ways. It also perhaps could make students motivated in learning English. And for the students, this product offered new thing in learning English, especially vocabularies and also the way to operate a computer. It could be a fun activity, whereas hopefully they would not feel bored with learning English.

The next previous study is research that conducted by Dipo Al Kautsar (2011) with the title "An analysis of CALL materials at English education department of University of Muhammadiyah Gresik". He has problem statement there is How do the call materials of CALL match with the call syllabus of English education department at the University of Muhammadiyah Gresik? Then he found that the CALL course supports the students needed to develop the material of English adopted an authentic material and adapted the materials to fit in with the teacher need and students of English.

Even thought this previous this study is similar but it is different in gain of the data and the strategy in teaching vocabulary. The researcher described developing material in teaching interactive listening using Longtion Autorun application. Related to that study, the researcher tries to find a different way in teaching listening using different media. This study is to teach interactive listening in 10^{th} grade in senior high school.