

CHAPTER II

RIVIEW OF RELATED LITERATURE

2.1 Listening Skill

2.1.1 Definition of Listening

Listening is one subjects studied in the field of language study and in the disciplin of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen (2003:24) states that listening is an active, purposefull process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds or meaning in their own mind.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation; negoitiating meaning with the speaker and responding (collaborative oerientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processs of interpretation in which listeners match what they hear with what they have already known.

Rivers in Hasyuni (2006: 8) states that lstening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material

of words, arrangement of words, and the rise and fall of the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right one, as well as listening, we can get the right words if we listen well and know all of the sentences

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

2.1.2 Process of Listening

Listening is more than just hearing, although children and adults often use the two terms, hearing and listening, synonymously. Hearing is only one important component of listening. Hearing is a passive, generally involuntary process in which the ear receives and interprets sounds from the external environment. In contrast, listening is an active, voluntary process in which the listener deliberately pays attention to, interprets the meaning of, and responds to a message. Lundsteen (Petty and Jensen, 1981: p.181) is giving more specifics about listening process. He divided four steps:

1. Hearing: for the first time people hear a series of sounds, the actual words and sentences
2. Understanding: people will understand the meaning of the words and sentences which they have heard.
3. Evaluating: after understanding the meaning, people evaluate the, and accept or reject the total communication.
4. Responding: People respond what they heard with further thought, bodily movement of facial expression.

In listening, there are some necessary components, as stated by Rost (1991: p.3). they can listed following:

1. Discriminating between sounds.
2. Recognizing words.
3. Identifying “pragmatic unit” – expressions and sets of utterances which function as whole units to creat meaning.
4. Connecting linguistic cues to paralingualistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
5. Using background knowledge (what we already know about the content and the form and context (what has already been said)) to predict and then confirm meaning.
6. Recalling important words and ideas.

Listening can be succesful if these component skills are involved in integration. In this sense: listening is a coordination of the component skills, not the individual skills themselves.

2.1.3 Teaching of Listening

The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrane exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component second-language proficiency, and also refelcting the assumption that if listening is not tested, teachers wont teach it, Richards (2008: 1).

Richards and Renandya (2002: 242) porpose the relatively standard format for the listening lesson developed, it is through the activities of: pre-listening, listening and post listening activities. In pre-listening activity, it involves the teacher to conduct pre-teaching on all important new vocabulary in the passage. Some type of the pre-listening activity are usually consisting of brainstorming the vocabulary, reviewing areas of grammar, or discussing

the topic of the listening text. This phase of the lesson usually lasts longer than it should have been. Extended discussion of the topic can result in much of the content of the listening passage being anticipated.

Revising language points before the lesson begins will make the learners of the listening lesson able to focus on the examples of these particular items. And even comes to the topic of global meaning, which is related to background knowledge. The teacher should prepare two simple aims for the pre-listening period. They are providing sufficient context match what would be available in real life. Then, the following is to create motivation.

Therefore, to sum up, the teacher may do the following things in pre-listening phase, the first one is to activate existing knowledge: the students should be encouraged to ask the question about what the students already know about the topic of listening. From this, the teacher and the students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view films or photos, and write and share journal entries.

Then, the second the teacher needs to build prior knowledge of the students. The teacher can provide the appropriate background information including information about the speaker, the topic of the presentation, the purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. The teacher may rely upon the oral interpretation to convey the meaning of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation. Then, the last one is the review standard for listening. The teacher should stress the importance of the audience role in the listening situation. Therefore the students need to be prepared before listening phase.

Meanwhile, for listening stage, the teacher should preset task or preset the question, then doing intensive listening and checking answer. In the post

listening activity, which is last activity in teaching listening, the teacher should examine functional language and inferring vocabulary meaning.

In addition of the teaching listening process, Leon (2009) argues the following type of listening task, namely; pre-listening task, while-listening task and post listening task. The pre-listening task is as follows:

- (1) Setting the context: an idea about who is speaking or of the context.
- (2) Generating interest: motivate Ss by using picture, personalizing activities, pair work discussion.
- (3) Activating current knowledge – what do you know about...? other questions like: where are they? What are they? What problems do they face? Why are they important?, etc
- (4) Acquiring knowledge: provide knowledge input to build confidence for dealing with listening by giving a related text to read, a quiz, etc.
- (5) Activating vocabulary/language role play the situation before listening. Ss brainstorm language beforehand and then perform the scene.
- (6) Predicting content: once we know the context, we are able to predict possible content. Give Ss a choice of things that they may or may not expect to hear, and ask them to choose those they think will be mentioned. (Leon, 2009: 1)

Meanwhile, for the while-listening task is explained as follows:

- (1) Obeying instructions; where students are given certain instructions and show their understanding by a physical response (they draw, write, tick, underline etc).
- (2) Filling in gaps; while listening to a dialogue students hear only the utterances of one of the speakers and are asked to write down those of the others.

- (3) Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers.
- (4) Ticking off items (bingo); where students listen to a list of words and categorize (tick off) them as they hear. (Leon, 2009: 1)

Finally, the last type of the listening task, i.e the post-listening task, is explained as follows:

- (1) Discussing students reactions to the content of listening selection speaking in a form debates, interview, discussions, role-plays, simulations, dramatization etc. As a follow-up exercise.
- (2) Asking students thought-provoking questions to encourage discussion.
- (3) Setting students to work in pairs to create dialogues based on the listening text. (Leon, 2009:2)

Judging from the steps of listening teaching above, there are many steps to follow by the teacher to create effective and strategies listening learners. The teacher must pay attention for the preparation of the activity before the listening process, which is referred as pre-listening activity. Then, the teacher should pay a careful attention for the steps of during listening activity and examining the progress achieved by the students. In final activity, the teacher should check the students comprehension of the message of the listening through giving the students task and even demand the students to create group dialogue to discuss the listening material which has just been taught.

2.1.4 Teaching Listening in Senior High School

There are some essential in determining whether a teaching program is successful or not. They are a curriculum, teachers, learners material and teaching techniques. A curriculum is a not a set of plans and rules about the

purpose, content and teaching material along with a way to be used as a guideline of implementation learning activities to achieve certain educational purpose. Meanwhile, Standard of Copetency and Basic Competency is an operational curriculum which is arranged by and done by each of educational unit, the structure and the curriculum of Standard of Copetency and Basic Comprehency, academic calender, and syllabus.

Furthermore, according to BNSP (2006) the School-Based Curricullum is developed based on the following principles :

1. The curriculum focuses on the potential, development, needs, and interest of students, and their enviroment.
2. The curriculum has to be varied but inetegrated.
3. The curriculum has to follow the development of knowledge, technology and arts.
4. The curriculum should be in relevance with life needs.
5. The curriculum should be implemented wholly and continously.

English as stated in standard of content (PERMENDIKNAS NO.22, 2006) is learnerd at least two hours a week at junior and senior high schools four hours a week except for a language program in SMA- five hour a week. In the foverment regulation no.19/2005 about the National Education Standar there is a statemnt about the standard of content which is including the material and the competency level or what students should know and be able to do in a certain type and the levels of education. Furthermore, it contain the basic principles and the structures of the curriculum, the standard of competency and the basic competency of every subject in each semester in every type and level of basic and scondary educations.

In Technical Guidelines of Syllabus Developments and SMA/MA Syllabus Model Decription for English Subject, there is formulation and Basic Competenceand Standard of Competence for English Subject in Senior

High Schools. Their Basic Competence and Standard of Competence are what must be acquired by the Senior High School students as a result from learning English. In relation to the listening skill, there are three formulations for “Listening Skill Competence”, specially :

1. Comprehending senses in transactional dialogue and interpersonal in daily life context.

2. Comprehending senses of short functional text and simple monologue text in the form of recount, narrative, procedure, descriptive, news item, sports report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life contexts.

Thus, the researcher believes that the teaching of English should be based on those rules and guidelines in teaching English for Senior High School, in this case listening skill, because in the end of the lessons, the students are expected to be able to master daily life contexts ideas of transactional and interpersonal dialogue and also simple short functional and monologue texts.

2.1.5 Materials for Listening in Senior High School

In this study, the materials which were given to the students were based on the standard of competence of the School-Based Curriculum. The standard of competence for listening in Senior High School in the second semester is presented below:

1. Standard of Competence
 - a. 3.9 Analyzing social functions, text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.
 - b. 4.15 Understanding the meaning of oral and written narrative texts in the form of legend, simple.
2. Basic Competence
 1. Summarize narrative texts using their own language.

2. To identify the contents and generic structure of narrative texts.

Due to the materials in the curriculum, the researcher decided to teach about narrative text in this research.

2.2 Line

2.2.1 Definition of Line

LINE is a propriety instants messaging application that we launched in Japan June 2011 and the inventor of Line is lee jae hyun. Line chat application is a free messaging, sending from one-on-one and group text to other anytime, anywhere. It can be used from a variety of electronic devices such as iPhone, Android, Window Phone, BlackBerry, Nokia, or personal computer (PC). The users can call their friends and family members as often as possible, and for as long as they want. They can use free international voice and video calls. The most attracting features of the application is most likely availability of stickers and emoticons from sticker shop, favorite characters, and celebrities to use as expression of their feelings. LINE allows users to share photos, videos, voice message, contacts, and the information of their current location. The users can also follow the officials accounts of their favorite artists, celebrities brands, and TV shows for news and promotions. The users can further exchange stories with their friends by sharing texts, photos, video, and stickers on their TIMELINE. They can quickly add friends using the “Shake It” function, a QR code, or a LINE ID (LINE.ME, 2016).

LINE is accoring to Pei-Hsun Emma Liu and Wen-Chi Vivian Wu (2016) in tittle “Exploring the Effectiveness of LINE for EFL Vocabulary and Reading”. LINE launched in Japan in 2011, is an application for instant messaging on smart phones, tablet, and PCs, and is more of a social entertainment network, in addition to a messaging app. It provides free voice calls, instant text messages, games, and a built-in camera. Users can exchange photos, music, videos and documents with other users. The function of stickers and emoticons make communication more interesting. A growing

number of users prefer to connect with friends through LINE because messaging apps like LINE makes the users feel safe and intimate when sharing a status, picture, or video through a private message.

LINE enables users to exchange text, images, videos. And audio material. As well as participate in free VoIP conversation and video conferences. Van de Bogart and Wichadee (2015) suggest that smartphones with a LINE chat app may support teaching and learning in a database course. Shih et al. (2015) also found that collage students demonstrated positive attitude toward learning English vocabulary, particularly spelling using the LINE app. The LINE chat app constantly updates choice of self-expressive sticker characters that can also be attached to a standalone message to convey a feeling or even an attitude. Teachers can interact with their students using emoticons and stickers attached to text when using LINE as a way to bridge the generation gap. Steps and Shaari (2012) suggest that some of the emoticons can be used to strengthen the text message, while others represent particular tones of voice such as happiness, sadness, fear, anger, disgust and surprise. Students can also utilize the small emoticons and stickers in the LINE app as a substitute to express their feelings and respond to their friends in an everyday life situation (Van de Bogart & Wichadee, 2015).

2.3 Previous Study of Using LINE

There are researchers who have done conducted research on LINE application to teaching English. The first by Tung-Liang Chen and Liwen Chen (2017) in title "Utilizing Wikis and a LINE Messaging App in Flipped Classrooms". In this research LINE could use as a platform to form their own virtual learning companion in order to exchange text messages, graphic, video and audio media, make free VoIP calls, and hold free audio/video conferences. This is a technology that provides an informal learning environment, and students can use it for chronologically-structured contributions. The research of this study is using correlation. And the focus of this research is students in university in Taiwan.

And the second, from Jun Scott Chen Hsieh, Wen-Chi Vivian Wu, Michael W. Marek (2015) in title “Using the Flipped Classroom to enhance EFL Learning”. In this research using Line to deliver the material and platform to teach English. The finding about using LINE smart phone app show that LINE that offer the easy to use voice, text interaction and chat feature in the study. So, the study using LINE give positive effect for the students and teacher. The research of this study is using observation. And the focus of this research is students in university central Taiwan.

And the third, from Pei-Hsun Emma Liu and Wen-Chi Vivian Wu (2016) in title “Exploring the Effectiveness of LINE for EFL Vocabulary and Reading”. The result show that the students in the study performed better after participating in the LINE-based activities. And the result may be explained by considering the sociable nature of LINE. As a social networking application for mobile devices, LINE has gained popularity among Taiwanese students. Functions such as instant messaged, stickers and emoticons have made communication easier and more fun. And LINE can deliver richer information, including image, audio and video files, to enchain the interest of English learners. The research of this study is using correlation. And the focus of this research is students in college reading skill.

And the last, from Jumariati and Emma Rosana Febriyanti (2020) in title “LINE Application: An Alternative tool to develop writing abilities”. The result show that using LINE application brings a significant effect on students writing. And LINE is the best of mobile technology particularly in the field of education. And the researcher recommended to investigate other potential use of LINE application in teaching and learning other language skills. The research of the study is using quasi experimental two group experiment and control. And the focus of this research is students in collage writing skill.

2.4 Summary

In the new era of globalization, the quality of education is needed today. There have been many educational progress in Indonesia, especially at Senior High School level. English learning is obligation learning in the high school curriculum. There are four skills in English, namely speaking, listening, reading and writing that must be learned in learning English in high school level. Listening skills are productive skills which are no less important than other skills. There are many students in Senior High School who still have difficulty in teaching listening.

Many researcher conducted that students have difficulty problem in delivery material such as audio listening. Because the audio was so fast and the students need more than one to replay the audio listening. Such as the study was conducted by Raihan Maulida (2018) in title “An Analysis of Students Difficulties in Learning Listening”. Stated that found four problem in students listening one of them is the speakers in audio recording spoke with fast speed and the students could not control the speed of audio. And from, Siti Lailatus Sa’diyah (2017) in title “Developing Interactive Multimedia for Listening Material using Lectora Inspire at 10th Grades Student’s in SMA YPI Darussalam”. In listening activity students need more than one to listen the audio. So need more time for the teacher and students to do this activity. And the last, from Desma Yulisa (2018) in title “Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students”. Desma found that many students difficulties came up when practicing listening such as the audio speed which fast.

To solve the problem in teaching listening, some previous study had done some research make media for teaching English because easy to delivery material. This alternative is using LINE Application such as media to teaching listening and delivery the material such as audio listening. LINE media that is easy to use for teacher and students in learning listening class. And LINE can be used for delivery material such as audio listening and video about

material so the students can control the speed of audio listening. LINE is according to Pei-Hsun Emma Liu and Wen-Chi Vivian Wu (2016) in title “Exploring the Effectiveness of LINE for EFL Vocabulary and Reading”. LINE launched in Japan in 2011, is an application for instant messaging on smart phones, tablet, and PCs, and is more of a social entertainment network, in addition to a messaging app. It provides free voice calls, instant text messages, games, and a built-in camera. Users can exchange photos, music, videos and documents with other users. The function of stickers and emoticons make communication more interesting. A growing number of users prefer to connect with friends through LINE because messaging apps like LINE makes the users feel safe and intimate when sharing a status, picture, or video through a private message.

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