

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical basis for research that is useful as a basis for thinking when discussing the problem under the study. Some relevant theories related to the use of Information and Communications technology (ICT) in learning English, aspects of listening itself, learning media, and the factors that may affect students' listening abilities are discussed.

A. ICT in English Language Teaching

The involvement of ICT in learning English, especially in the listening sector is very common these days. All sectors involved in the current education system, from the Government, school institutions, teachers, and students in Indonesia are constantly looking for the most appropriate media, skills and methods to achieve learning stability.

Thus, the online learning process held with the help of ICT runs as smoothly as the offline learning process. The use of English as medium of communication in the classroom and the incorporation of various listening-practice activities in the classroom may increase the amount of input provided to learners (Ferit, 2018). Therefore, software developers based on websites and applications become third parties who play a role in the ongoing online learning process through their platforms.

B. Listening Skills

Listening skills have been a great concern for language teaching theoreticians and teachers since it is regarded as one of the prior conditions

of oral output in language learning process (Yavuz & Celik, 2017). The statement can be related to the definition of listening which is the ability of humans to understand sound signals by receive, understand, interpret, and then respond to the source of the sound. Basically, the human ability to listen is the first sense that is trained from when they are born to grow up. This causes the listening aspect to be the first stage of language acquisition, which is then followed by speaking, reading and writing aspects. Meanwhile, scientifically the definition of comprehension is the human ability to understand a factor he encountered. Based on this explanation, listening comprehension can interpret as a part of the communication skills that have the multiple processes of comprehension in language when it is understood, interpreted, and spoken. Listening comprehension as a form of spoken language also has a very important role before someone learn the reading and writing comprehension in developing their language skills.

Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. The listening comprehension level of students who study English as a foreign language must be improved because with the involvement of listeners in constructing the meaning of a word they hear, there will be many possibilities for misinterpretation of a word. This applies not only to English learners but also to native speakers.

1. The purpose of listening

Listening is a crucial element in the language competency performance. People who learn English language as a foreign language, need to practice it in real life, whether they are communicating at school, at work, or in the community. According to that, the main purpose to mastering listening comprehension is to be able to communicate with the other person fluently using English language.

2. The procedure of listening

Listening comprehension often becomes a scourge that feared by students, the following are elements procedurally necessary for students to learn in order to improve their listening competencies.

a. Empathy

The ability to see the world through another person point of view, in order to comprehend what it is like to be that person, and to transmit that understanding to that person convincingly.

As a result, students will be able to concentrate on both visual and verbal stimulus.

b. Acceptance

A great listener can hear what someone says and understand the other person's point of view without passing judgment.

Accepting their feelings does not imply that you agree or feel the same way; it simply acknowledges that they feel that way.

c. Understanding

A competent listener attempts to comprehend rather than to change or persuade. Then, based on that, he will be able to comprehend the message he received.

C. Listening Comprehension

Listening comprehension defined as one's ability to recognize another through sense, aural organs, and allocate a meaning to the message to understand it (Yidliz & Mart, 2014). To teach listening, it can use variations in the way the teacher conveys the material that students must learn. Teaching and learning activities with audio-based or audio-visual media in the millennial era can be both an advantage and a challenge for the world of education in Indonesia because there are so many available learning resources so that it is more flexible for teachers and students to learn a topic in learning activities.

On the other hand, students who are involved in learning activities do not have sufficient vocabulary mastery to listen to the learning when it is delivered in full English. Therefore, the teaching ability of teachers and the enthusiasm from students should be able to synergize in order to overcome this great challenge in applying English in students' daily routines. Because good listening skills could make students more productive. The ability to listen carefully will allow a person to understand lessons/assignments in a better way, work better in a team, resolve problems encountered during the learning process, and answer questions.

D. Strategy for Teaching Listening

There are two strategies for teaching listening that teacher can use: Bottom-Up and Top-Down. The difference in the use of these strategies can be seen from the way they approach the listening learning activity itself (Solak, 2016). If students learn to listen using context and prior knowledge such as topics, genres, cultures and other schemas that are stored in their long-term memory to decide on a meaning, they use a top-down strategy. However, if listeners use linguistic knowledge of clues such as phonemes, syllables, words, phrases, and sentences to reach a meaning, they are using a bottom-up strategy.

Consideration of the use of appropriate strategies needs to be taken into account with the fact that, both types of strategies must not only be subconsciously available in every lesson, but also available for conscious selection as the dominant strategy, depending on the listening comprehension task required by different on an oral problem.

E. Teaching Media

By considering the complex and unique learning process, the accuracy of media selection will greatly affect student learning outcomes (Iksan, 2017).

1. One Way Audio Communication

Communication can be defined as the process of distributing information or thoughts from one source to another. Originally, the word communication comes from the Latin *communis* means together. This

definition emphasizes the fact that information or thought conveyed by someone as a source must have the same meaning and understanding from the point of view of the interlocutor as the person receiving the information.

Two elements that are found in almost every communication exchange are the sender and the receiver. The sender is a designation for the person who initiates the communication or becomes the source of information. For example, in schools, the person who has the role as the sender is the teacher; they have a need or desire to convey ideas or concepts to students. On the other hand, the receiver is a designation for the individual to whom the message is sent. The sender captures the idea by choosing words, symbols, or cues to compose the message and then the receiver translates the received message into meaningful information. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. This feedback allows the sender to determine whether the message has been received and understood.

Thus, one-way audio communication can be interpreted as spoken communication that come from one party as the active sources and the other respondent only stand as receiver of the information. (Ruler,2018) one-way communication is a process of meaning construction, in which the sender attempts to construct or reconstruct the meaning developed by the receiver.

In learning English in several countries where English is often used by using this communication method, by giving an example of a conversation or monologue, students will answer questions given by the teacher. This learning method can be included in the type of learning that uses cognitive strategies, because cognitive learning itself is a learning strategy that related to understanding and gathering input in short term memory or long-term memory for later use.

2. ELLLO - English Listening Library Online.

The site name, ELLLO, stands for English Listening Library Online. It is a site for listening learning founded in 2004 by an English teacher from Japan namely Todd Beucken (Sukmawati et al., 2016). In general, ELLLO can be used as a learning source, especially for learning listening skills that users need to practice continuously. The study of English listening comprehension in countries that study English as a foreign language tends to focus on tape recorders or audio files from printed learning modules that have been prepared by educational institutions. By using ELLLO as a learning medium, the teacher can provide resources to students, so that students will not have the same listening problem. ELLLO can be used as primary or even additional learning media provided by the teacher to students, with free access from a personal computer or smartphone browser then all students should not find significant problems when operating ELLLO.

Students can access the content contained in the ELLLO application by subscribing free when they first access this website. This application provides a variety of audio files on many topics that can be understood easily because each playback of the audio file ELLLO also includes a script from the recordings. Thus, students can find out new vocabulary that they may not be able to recognize with their current listening skills. In its application, ELLLO can become a one-way communication media that supports the material in it in 7 skill levels in 2 fields, grammar and vocabulary building.

a. Grammar

Grammar can be defined as a comprehensive system of language structure or language itself, usually consisting of syntax and morphology (including inflection) and sometimes phonology and semantics. states that grammar is best viewed as descriptions of how human beings use language (Koay, 2017).

In learning a foreign language, mastery of grammar aspects is needed to maintain the structure of the spoken or written language. By using listening methods as grammar learning input, students can get first-hand experience of using the correct language structure.

i. Level 1 (Low Beginner)

The first level of listening learning presented in level one (low beginner) is about the introduction of the English language itself. At this level, students will be introduced to things that are

commonly found in everyday conversation such as the use of basic verbs, adjectives, ordinal numbers, sentence patterns and other topics that are used in simple daily conversations.

ii. Level 2 (Mid Beginner)

In learning at the next level (Mid Beginner) students will begin to be introduced to tenses in English in particular, simple present tense and simple past tense. In addition, students will also get material supporting other language structures such as Singular / Plural Nouns, 3rd Person Singular, and Transitive Verbs.

iii. Level 3 (High Beginner)

The third level in the grammar session (High Beginners) presents material that improves students' ability to understand the structure of other tenses. The tenses studied in this third level are Present Continuous, Future Tense, and past tense, which uses irregular verbs.

iv. Level 4 (Low Intermediate)

Level four (low intermediate) presents material on more complex language structures such as Present Perfect, Causative Verbs, and The Use of Would - Should. The development of students' language skills is not only influenced by how complex the material at this level is, but also by the increasing variety of speakers in each audio will "force" students to listen more carefully.

v. Level 5 (Mid Intermediate)

The highest level of Grammar session is in the level five (Mid Intermediate). At this final level students will get material that complements their understanding at the previous level, the existing material includes: Coordinating Conjunctions, Subordinating Conjunctions, Adjective Clauses, Noun Clauses, and Past Conditionals.

b. Vocabulary Building

Vocabulary building is a natural process that will occur in every language learning, both in the mother tongue and in a foreign language. (Crandell, 2017) Vocabulary is an essential element in learning a language. In learning English as a foreign language, students need to understand the various methods or techniques used to increase vocabulary. Because with the use of correct methods and techniques, a student will find it easier to master the language.

One of the options to increase the vocabulary knowledge and capacity of students is to provide input in the form of exposure to the use of new words with correct pronunciation.

i. Level 3 (High Beginner)

The learning of the first vocabulary session begins at level three (High Beginner) because at this level of study student already have provisions in the form of vocabulary that they learn indirectly during grammar sessions at levels one and two.

At a high beginner level, students will introduce to vocabulary which can encounter in everyday conversation such as; the names of animals, fruit and vegetable names, place names, favorite things, abilities, and other vocabulary used in simple everyday conversations.

ii. Level 4 (Low Intermediate)

In the next level (Low Intermediate) students will begin to identify the vocabulary related to the conditions happened in their house, and the activities they do in the neighborhood. In addition, students will also get material on vocabulary for situations they may encounter in relationship, namely; the breakup and classmate crush.

iii. Level 5 (Mid Intermediate)

The third level in the vocabulary building session (Mid Intermediate) presents material that improves students' ability to understand the conditions that were happened in a place and the activities they do in that place. The focus of vocabulary development at the third level is to provide students with a point of view on life outside their environment, especially life in other countries.

iv. Level 6 (High Intermediate)

At level four learning (High Intermediate) presents material on more complex vocabulary such as body idioms, life

goals, health problems, and special circumstances in a place/country. The increasing variety of speakers' accents will be a new aspect that affects the development of students' language skills. The level of complexity, which also increases from the existing vocabulary also indirectly, makes students listen more carefully.

v. Level 7 (Advance)

The highest level of the vocabulary builder session is at level five (Advanced). At this final level, students will get material that increases their vocabulary to a level where English can be used in official matters such as; economics, health, someone's personality, and other topics that can be discussed in the workplace.

Based on this level of learning, both in terms of developing an understanding of Grammar and enriching vocabulary, it will provide a comprehensive point of view of the current listening skills of students. With the number of topics and materials available, measuring students' abilities will come to a point where identifying the level of student understanding by listening to the material presented able to produce solid results and become a benchmark for making further lesson plans.

F. ICT in Listening Class

It must be admitted that students' exposure to English is still very low, especially if they learn English from a place that still considers English a

foreign language. The heterogeneous learners who come from the rural background have less exposure to the English language (Karthikeyan, 2020).

In fact, in the online learning process, students have more space to explore their knowledge, they have more screen time which makes more information consumed. Students have easy access to any video or audio available on the internet for their study resources. From the ICT point of view, the freedom that students get from online learning sources would become a positive outgrowth for the students' listening comprehension. Furthermore, the time management of a learning process is become more flexible, which positive effect on student learning mood.

G. Factors Causing Listening Abilities

There are a lot of listening studies that focus on internal and external factors causing difficulties of students in English (Pratiwi & Andriyanti, 2019). Commonly there are 4 factor that become problems and difficulties for students to improving their English language listening skills: the message, the speaker, the listener, and the physical setting.

a. Physical setting

When the teacher plays a prepared audio clip, we can usually find noise in the recording, such as background noise and ambient noise, that kind of noise can distract the listener from the substance of the listening part.

The visual and aural surroundings clues are missing when listening to stuff on tape or radio. The listener's ability to interpret the speaker's meaning is hampered by observing the speaker's body language and facial expressions. Poor-quality equipment might cause unclear sounds, which can make it difficult for the listener to understand.

b. The message

Many students often find it more difficult to listen to an audio file rather than reading the same message on a written form. Message since the listening passage is instant and takes place in the blink of an eye, while the reading material can be read and understood by the reader.

The listening materials could contain street gossip, proverbs, new items, and circumstances that the student is unfamiliar with. In addition, speakers in a spontaneous conversation regularly switch subjects. The content is frequently disorganized. Listeners can rarely predict what a speaker will say, whether it is a radio news report, an interviewer's question, a normal conversation, or anything else.

c. Speaker

One of the problems in listening learning that comes from the speaker himself, the speaker sometimes gets lazy in the sentences he says, especially the questions about redundant utterances. Redundant utterances may take the form of repetitions, re-phrasings,

self-corrections, elaborations, tautologies, and apparently meaningless additions such as “I mean...” or “You know...”. This redundancy is a natural aspect of speech that can benefit or hinder students depends on their level of study and understanding. Learners are accustomed to their teacher's accent or the normal British or American English variant. The students tend to have difficulty in understanding speakers with unfamiliar accents.

d. Listener

Foreign-language learners frequently devote more time to reading comprehension than to listening comprehension. Therefore, there may be a lack of exposure to various types of listening materials. Even for high school, students in learning English only have regular meetings of no more than 2 hours per week. Students find it hard to concentrate on comprehending foreign sounds, words, and phrases.

H. Previous Related Studies

There are some studies related to the listening comprehension level of high school students with ELLLO as audio communication and the factor causing the result. These following studies have been the framework for this study.

Fu (2013) in the study entitled “ICT in Education: A Critical Literature Review and Its Implications discuss about the responsibilities that teachers have regarding changing the format in their learning process”. This

study revealed that the educational institutions are needed to provide motivation, tools, and much-needed technological support for teachers.

The other related study to this research was written by Ahmadi (2016) entitled “The Importance of Listening Comprehension in Language Learning”. This research revealed that appropriate teaching methods and materials in listening comprehension can reduce listening anxiety and provide a good basis for students to becoming independent learners who can effectively use the listening process for learning.

Palangngan et al. (2016) entitled “English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening” focuses on the ELLLO site which is one part of ICT to be used as a medium to improve students’ listening comprehension. The data collection technique used by the researcher in this study uses interview and test. The results of interviews and tests shows that ELLLO is a good supporting media in listening learning. This is also evident by the post-test scores of students who tend to be better than their pre-test scores.

Pratiwi & Andriyanti (2019) entitled “External Factors Causing Students’ Difficulties in Listening” revealed that the students had problems to find out what the speaker means if he speaks too fast without having a break in order to give time for students to comprehend the text. Furthermore, the result of this research showed students have problems in listening related to a long listening text and unacquainted words. The physical setting in the

classroom also become one of the important factors affecting the students' focus on listening.

Dewi (2018) entitled "Students' Internal Factors Causing Listening Anxiety in Intermediate Listening Class" revealed that the physical setting in the classroom is one of important factors affecting the students' focus on listening. From this study, it was concluded that there are 2 internal factors that are the main causes of student anxiety in listening. The first is tension and excessive anxiety, the second is lack of confidence in listening.

The studies above are relevant to this research since they research listening competency. Even though they employ different research methods and research different variables, however, the theory underpinned the concept of ELT especially the teaching of listening has strengthened the fundamental concepts of conducting this study. Then what distinguishes this research from previous research is the measurement media used, data sources, the subject of the research, and the scope of the research.

I. Basic Assumption

Using ELLLO as a medium to measure students' listening comprehension standards gives the teacher a clear illustration of the students' situation in understanding the lesson with listening. Not only able to identify students' ability levels, but ELLLO also provides suitable materials for students to advance in their abilities continuously. Increasing students' ability to understand material in English learning activities with listening method can increase slowly with guidance from their teacher. This

situation could happen because of the facility on the ELLLO website, which contains many audio files equipped with scripts from dialogues delivered by native speakers. Furthermore, students' abilities can be seen from the number of correct answers they have at each level of difficulty being tested. The recordings available on the ELLLO website are conversations brought by native speakers from countries whose first language is English. Based on the discussion above the researcher assumes that measuring English language skills, especially in the listening aspect using the ELLLO website will provide specific data about the abilities of students who are respondents in this study.

