

## **CHAPTER II. THEORETICAL FRAMEWORK**

This chapter consisted of theories based on the research problems and previous studies about this study. This chapter concluded of theories of listening, language laboratory, perception and previous study.

### **A. The Nature of Listening Skills**

This section will primarily underpin the design of the questionnaire blueprint and semi-structured interviews. The following section provided the theoretical bases in designing the questionnaire.

#### **1. Definition of Listening**

Listening is one of the basic skills that everyone has and this ability can be developed by everyone because listening has an important role in our daily life. There are several definitions of listening Purdy (1997) pointed out that listening is a process of receiving information by focusing on what was said by someone so we could give stimuli to our brain to make that information become meaningful form and we will answer it based on it. As reported by Rost (2002) listening is a process of receiving the information from the interlocutor and we must be able to understand and interpret so it will help us to become an active listener.

Hence, listening is an important aspect in our lives especially in academic institution. It is because both students and teacher can create a good atmosphere such as when the teacher explains the material or plays the audio then the students will have a better understanding either they are listening to the material or being able as an active listener as feedback

so the class will not be tedious. In addition, the students will be perceiving about their listening ability so they will motivate themselves to improve it.

## **2. Listening Activity**

Listening is an activity that everyone must master. It is because we often use our ears to listen to everything around us rather than our mouths to speak, our hands to write something and our eyes to read books or articles. However, as explained by Brown (1994 as cited in Dunkel, 1991, as cited in Richards, 1983, as cited in Ur 1984) there are some reasons that make listening difficult such as English is a second language in Indonesia. In addition, there are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction which make English more complex.

As said by Brown (1994 as cited in Dunkel, 1991, as cited in Richards, 1983, as cited in Ur, 1984) for clustering means that the sentences will be divided into smaller groups of words. As an example, when we spoke the sentence includes clauses and phrases so that teacher has to assist students to organize both of them. It is because, sometimes students make an error in pronouncing it. Then, based on Brown (1994 as cited in Dunkel, 1991, as cited in Richards, 1983, as cited in Ur 1984) redundancy implies repetition so the interlocutor will process the information after being said such as when the native speaker speaks will

give some time to the interlocutor to understand the conversation because not all the sentence consists of relevant information. Reduced forms which involved morphological, phonological, syntactic, or pragmatic. In the same way, Ito (2001) as cited in Celce-Murcia et al., (1996) said that reduced form is common in daily conversation which consists of assimilation, contraction, and blending.

Moreover, performance variables convey in spoken language, except for planned discourse, hesitations, false starts, pauses, and corrections are common. It means that native speaker often speaks in ungrammatical form. The students must understand those parts so they will avoid misunderstanding and misinterpreting. Afterward, colloquial language denotes the students must understand about idiom, slang, reduced forms, shared cultural knowledge because those points always showed up on conversation. Later, rate of delivery attests when native speaker speaks, the native speaker has counted whether the information is important or not and it has an effect on other things because the length of pauses will have an impact on it. In addition, stress, rhythm, and intonation must be master by the students because they can help the students to understand about the information is being delivered. It is because native speakers always use stress, rhythm and intonation while speaking. Additionally, interaction means the students must have an interaction with others so they can train their understanding. As an

example, the student has to join debate or work in group to continue in responding the problem so they could train their brain, ears, and mouth.

### **3. Listening Skill**

In fact, listening is an ability possessed by human being. It is supported by we use our ears since we were born and will continuously use it in our daily life. However, not all the students have the same opportunities to improve their listening skills due to some factors such as they live in a small town or rural areas where the society is very spare or perhaps never speak English. As a result, some students will be left behind.

On the other hand, in listening class students not only attend the class to listen without paying attention and they will improve their listening comprehension. In fact, Saraswaty (2018) mentioned that students not only listen to every single word but also learn about linguistics, grammatical structures, stress and intonation and some new words and will guide themselves to spell every single word with the correct pronunciation. Likewise, they will use it in their daily conversation with their friends or relatives.

In the same way, Bozorgian (2012) stated that English as a Foreign Language (EFL)'s students and teacher should be master in listening comprehension as a basic skill due to they have not been familiar with the words or sentences so they should align it to avoid some overly complex problems that could bring negative impact to themselves

as an EFL's students. It is supported by the various characteristics of students who are gathering in the classroom. Therefore, the teacher must play a role in assisting and motivating students so that students can be enthusiastic during the lesson, understand the materials, and improve their listening skill.

Hubbard (2017) stated that the teacher can use several platforms as a media to support listening class for instance watching film, listening to podcast, YouTube, and many more. As reported by Adnan (2014) watching film can help the students to understand the whole content of the film itself, it is because students pay attention to the real situation in the film which contains vocabulary, stress, rhythm and so forth. In addition, the teacher gives the assignment to them to summarize the story line of the film. Besides, Constantine (2007) says that podcast is part of digital recording of a radio broadcast which contains materials that can be accessed by teacher and students through the internet and they can download the podcast based on the material is being discussed on the day. As reported by Saputra (2018) YouTube is one of the platforms which contains a bunch of materials that can help students to gain more knowledge about the material is being discussed on the day because students can access anytime. Then, the teacher can choose one of those platforms based on the material being discussed on the day and need to pay attention to the students' condition. In case, they had a bad day in starting the day due to some reasons so that the teacher must make a

good atmosphere before the class begins. Additionally, for the activities, the teacher can apply whisper game as the warming up activity by dividing them into some small groups so that the students will be more excited during the lesson and encourage themselves to become active. It is because, by applying whisper game, it can help the students to have a good teamwork by trusting their team's member and it could train their brain to remember the information being told.

Additionally, The University of Adelaide (2014) claimed that being an active listener has benefits such as students can express their thoughts, feelings, opinions and will avoid misunderstanding. Therefore, they have to build self-confidence individually as well as motivate their classmates to be more active during class. This happens because of active listeners believe in their ability while passive listeners will give up more quickly and underestimate themselves.

## **B. Language Laboratory**

This section discussed about the language laboratory. This following section consisted of theories to construct the closed-ended questionnaire concerning of the existence of language laboratory and the facilities on it.

### **1. Definition of Language Laboratory**

Language laboratory has an important role to support learning activities especially in listening class. Since, the existence of language laboratory itself will help students to improve their listening skill. As

mentioned by Tiono (2010) language laboratory is interrelated with the student and teacher. It is supported that the student needs the right model of pronunciation with the correct intonation, stress, rhythm because sometimes the teacher makes errors in pronouncing it. Those problems can be solved when both teacher and student are in a language laboratory since there are lots of facilities in it. In the same way, Hasibuan and Irzawati (2017) stated that the existence of language laboratory can help the students to improve their listening skill. This can be seen from the student will check their mistake in pronunciation or written form. Without us noticing it, the students will remember the correct pronunciation by taking notes or repeating the native speaker. So that when they heard those words they will understand about written form, pronunciation, and the meaning of the words. In addition, Akhdiyati (2018) explained that students must master listening skill due to by listening they can express their thoughts and feeling and to avoid misunderstanding and misinterpreting of it.

In addition, there is one of universities in Central Java that can be used as an example regarding to the existence and facilities in it. The overview of language laboratory at one of universities in Central Java are not all computers can be used properly during class sometimes the computer is lagging, which causes one computer to be used by two people. Similarly, Wi-Fi cannot be accessed when entering the language laboratory. Additionally, the quality of the projector is not good. Besides,

the seating system is very narrow because the existence of language laboratory itself is at the end of 3<sup>rd</sup> floor. Moreover, the room is not very soundproof so the noise from outside can be heard clearly.

## **2. Facilities of Language Laboratory**

In fact, Marzuki (2014) noticed that not all language laboratory in every academic institution has adequate facilities this is indicated by the teacher who often panics when one of the buttons does not work and the Wi-Fi connection cannot be reached whereas the computer's system in language laboratory uses Local Area Network (LAN) which will have an impact on learning activities. In the same way, the student's seating system is always the same whenever they are having listening class. The headphone cable is damaged so that the headphones are not functioning properly, the quality of the speakers are not good enough, and the computer system is sluggish. Then, the Air Conditioner's which makes a sound will disturb the class. In addition, the condition of LCD projector that has experienced a decrease in quality can make difficult for the students to read the material presented.

Subsequently, Maheshwari (2016) highlights that there are several kinds of language laboratory but the most appropriate language laboratory that can support those characteristics in listening class is Computer Assisted Language Laboratory (CALL). It is because nowadays the common language laboratory that we can see in school and universities are CALL. CALL helps the students to access the material

that has been downloaded and the students not only learn about pronunciation but also grammar.

In fact, CALL also needs some facilities that can support the learning process such as the number of headphones is in accordance with the number of students and the quality of the headphones must be in good condition because if the condition is damaged it will make the students difficult to listen to the materials being discussed on the day. Then, the keyboard must be in good condition because sometimes the students must write down the answers when the test is written test. Moreover, the quality of the internet must be good which means the Wi-Fi signal must be evenly distributed so that the students can access the university's platform if the materials have not been downloaded in a computer file. Additionally, the number of computers must be in accordance with the students, not being repaired or damaged because the presence of computer is very vital in language laboratory.

### **3. Characteristics of Language Laboratory**

As stated in Maheshwari (2017) there are several characteristics of language laboratory such as attention, acoustics, building student experiment, developing listening skills, excitement, efficiency, appropriate use of time, improve discipline, individualization, internet access, native speaker or different voice, overcoming shyness, oral testing, privacy, provide feedback, role playing exercises, and self-pacing. Attention means that the students can be more focused on the

lesson because the location and the atmosphere of language laboratory support their activity. Furthermore, acoustics is the action which all the students have the same opportunity to listen to the teacher or the native speaker's audio through their headphones so it will be less miscommunication. Moreover, building student experiment means that the students could explore their experiences by operating the computer system, software, application and so on.

Developing listening skills is the activity when the teacher provides or shares the material through the university platform, the students can listen and take a note to write the information being mentioned and they will do a correction by looking for the words on the internet and they will understand their mistakes. Later, excitement means when the students in the language laboratory become excited because they can access the material freely, they can understand the material because the atmosphere of the language laboratory supports it. Besides, efficiency is the activity when the teacher can monitor the students' activities in listening class so the students will be more responsible with their behavior. Additionally, appropriate use of time means when they are in the language laboratory, they can maximize the time rather than in the regular class. Afterwards, improve discipline means the students also can receive the private treats when they are doing the mistake through private conversation between the students and the teacher.

Subsequently, individualization means the students are working in a group and listen to different program that still has a relation with the topic being discussed on the day so the teachers can monitor the way the students working in a group. As well, internet access can help the students to access the information because sometimes the teachers also make a mistake in pronounce the word so the students can tell the teachers about the correct pronounce. Then, native speaker or different voice is the important characteristics since students must recognize that there are various accents that the native speaker is used to pronounce the words. Overcoming shyness can support students to become confidence with themselves because they can talk freely. Besides, oral testing means that the students can record their voice when they are having an oral testing so the teacher can play back the record. Moreover, privacy means it will keep the students' identity when they are having a test. In the same way, provide feedback means that the teacher must provide it so that the students will know their mistake and they will encourage themselves to have a progress. Also, role playing exercises can help students such as by doing role playing the students will do their best to listen the material and they will practice more so they can against the other students. Then, self-pacing means the students can access the material on their own pace without any distraction.

In the other hand, based on Chapelle (2003) nowadays EFL students that parts of generation Z are technophiles which means they are

already literate and understand to use and operate the technology although not all of them are master's in it. However, those who have not been able to gradually continue to learn how to operate it so that they can follow the development of technology. It is compared with there are some teachers who are mostly technophobia (avoid using technology) because it seems very difficult and make them confuse considering they are not fully deft in terms of understanding and operating technology. Therefore, teachers are required to follow training on the use of technology since they are facilitators to their students. As a result, the teacher will get used to using language laboratory to support learning process.

### **C. Perception**

This section provided information concerning theories of perceptions, factors affecting perception and indicators of perceptions. This following section presented the theories bases to design the questionnaire consisting of students' perception.

#### **1. Definition of Perception**

As reported by Sarkol (2016), perception is a process of understanding the situations by using our sense to see, to hear and to feel it because it is not a short process but takes long time to organize those things in our brain. In accordance with Qiong (2017), perception is a process of observing our surrounding then we ourselves can convert

those things into several necessary pieces and combine to be more meaningful and easier to understand. It means that, when the student in language laboratory they do not only observe about the existence of language laboratory itself but also how the teacher delivers the material and how the teacher designs the classroom activity.

In addition, Sarkol (2016) stated that someone should experience something to get a better perception about it. In the same way, the students have to experience having listening class in language laboratory. They will recall their memories about something that happened in the past especially what happened in language laboratory. Additionally, Sarkol (2016, as cited in Kalish, 1973) maintains that perception is not only about how someone expects about something but also about how someone thinks or believes about something because they had experience before and they will recognize those part vividly. In conclusion, perception is a process of understanding the real situation by observing it and student should experience first. It is because perception has an important role in students' life especially when they are in language laboratory so they will recall their memories about it.

Regarding on the existing theories of perception, this study defines perception as a process of giving stimuli to the brain after observing the objects in surroundings and this process needs to be experienced by human beings more than once so that the brain has an accurate information related to the object that has been observed.

## **2. Factors Affecting Perception**

In agreement with Sobur (2003, as cited in Dirgagunarsa, 1996) there are two factors that affecting perception as internal and external factors. Sobur (2003, as cited in Dirgagunarsa, 1996) stated that motive, readiness, and hope belong to internal factors. In contrast, for external factors there are size, contrast, repetition, and movement. These factors affect the incoming stimuli from real condition to our brain so our brain can process the appropriate information. It means that, when the students are in the language laboratory, they will experience internal and external factors that affect perception. However, the students need to pay attention so that they will have a better perception.

## **3. Indicators of Perception**

As reported by Goldiamond (1958) there are two indicators of perception namely subliminal perception and subception. Subliminal perception is a process where pupils make stimuli after observing that will later be interpreted correctly. It means that, the students need to attend the language laboratory to observe the condition after that the students will interpret it.

Whereas, subception is a process when someone makes a perception about something based on the real condition without adding or subtracting what she or he has observed. Last but not least, students will observe the atmosphere when they are in the language laboratory, then they will stimuli their brain so they have a perception accurately. Thus,

the students not only observe the objects in the language laboratory but also a series of events that happened in the language laboratory.

#### **D. Previous Studies**

There are some related studies which conducted by some researchers to support this research, likewise:

Kusmaryuni (2011) stated that the aim was to found out the characteristics of room management applied in English laboratory in SMP Semesta, the characteristics of English lab materials in SMP Semesta, and the benefits of English laboratory in SMP Semesta. Then, the result of this research was there were various types of language laboratories such as language laboratory manual, analog language laboratory, a computer laboratory, language laboratory, console dual, dual master the language laboratory, multimedia language laboratory, etc. Those types of language laboratories have different function and the common language laboratory that we could see is an analog language laboratory or language laboratory manual. As a result, language laboratory manual could help learning process. Then, Kusmaryuni (2011) stated that the new students of SMP Semesta should join matriculation subject especially English, Science and Computer lesson for about 3 months. It is because, SMP Semesta is a bilingual school which used English and Indonesian during learning process between teachers and students. In addition, the researcher explained in detail about the setting of the seat in English language laboratory in SMP Semesta and described about the

benefits of the existence of English language laboratory in SMP Semesta Junior High School.

On the other hand, the researcher used semi-structured interview it is because there were some scripts from several interviewees about some questions related with the characteristics of room management applied in English language laboratory of SMP Semesta, the characteristics of the material's applied in English lab SMP Semesta Semarang, and the benefits of English language in SMP Semesta. Furthermore, the differences between the researcher's study of English Laboratory Management (A Site Study at Semesta High School Semarang) and Exploring the Students' Perception of Language Laboratory in Listening Class were the subjects of the researcher for Kusmaryuni's study was English teachers of SMP Semesta as the interviewees, provided the data based on the teachers' perspective and the scope only focused in SMP Semesta. In addition, designed of the language laboratory used double separate table row because of the number of students were 24.

On the contrary, on the study of Exploring the Students' Perception Language Laboratory in Listening Class provided from students' perception. Then, the scope focused on English language laboratory in one of universities in Central Java. Besides, the language laboratory design in one of universities in Central Java used the same design as the regular class. Meanwhile, for the similarity both of the studies were discussing about the benefits of language laboratory especially the facilities on it. This research supported about the theory of the perception of language laboratory.

Sihite (2017) showed that the aim of this research was to find out the proof of the existence of language laboratory in listening class. The result was the existence of language laboratory itself was not effective even there so many kinds of language laboratories because it could not help students to improve their listening comprehension. It is because the existence of teacher also plays the important role in it. Hence, the way the teacher delivered the materials and designed the classroom activity were necessary such as invite the students to become an active student by giving them the same opportunity to explore their creativity. In addition, the teacher should pay attention to the students' condition.

The researcher used pre-test and post-test to analyze the students' ability whether they improve or not. Moreover, the researcher used purposive sampling to choose the sample by dividing them into two groups which contains grade III students of English majority in HKBP Nommensen University of Medan. Additionally, for the similarity of the researcher's study and this study was the important role of the teacher in assisting students to improve their listening skill by designing the class activity especially in language laboratory. Moreover, the difference between the researcher's study explained about the procedure of the use of language laboratories while this study discussed about the teacher's role during the lesson from students' perception. In addition, this study supported the teacher's role in the language laboratory.

In accordance to Akhdiyati (2018) the aim of the research was to improve English listening ability through the use of language laboratory. The

result was that students must master in listening skill because when the students have a good ability in listening, they could express our thoughts and feeling and to avoid misunderstanding and misinterpreting of it. In addition, the researcher mentioned that there were two problems faced by teacher and students. From teacher's problem some of them still unable to identify or operates the language laboratory, the duration whether from the conversation or audio is too long so that the teacher has to play at least twice because the students ask to repeat it. Then, the students' problem is closely related to the teacher such as they will ask the teacher to repeat the audio and hear it at least twice and they still lack on vocabulary so they could not catch the necessary information from the audio.

Furthermore, the researcher explained the data clearly such as the school did not have a proper facility to support listening class. As a result, the teacher only taught the material with a limited media. It has an impact on how the way the teacher managed the time during the lesson and how to motivate the students to be a better student with a good ability in listening. Moreover, the researcher used action research which blend the qualitative and quantitative with observation sheet, teacher's and student's journal, transcribe interview and documentation. Besides, the difference of the researcher's study and this study was the way the teacher gave the opportunity to students. In addition, the similarity was the students' role during the lesson especially when they were in language laboratory. This study supports the theory of the perception of language laboratory.