



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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#### **2.1. Theoretical Framework**

##### **2.1.1. Listening Skills**

Listening is often confused with hearing. While hearing is biological process that can be scientifically explained, listening is neurological cognitive regarding the processing of auditory stimuli received by auditory system. Listening comes from word “listen”, Roland Barthes, a linguist, distinguishes between hearings and listening, stating, “Hearing is a physiological phenomenon; listening is a psychological act,” Barthes also states that “whereas for centuries listening could be defined as an intentional act of audition. Listening involves a number of basic processes, some hold on to linguistic competence, it also depends on previous knowledge that is not consequently of completely linguistic nature and some depending on psychological variables which influence the mobilization of this competence and knowledge in the appropriate task situations. Harmer stated listening is a receptive skill in which people gain idea based on what they heard. From the definition above, it can be concluded that listening is an activity to paying attention to someone or something in order to understand someone saying.

There are many definitions of listening. First Listening is the most fundamental language skill and plays an important role in our daily communication. Listening is an active, purposeful processing of making sense of

what we hear (Helgsen, 2003). Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening is a “receptive skill” where people obtain the main idea according to what they hear. Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues”.

Listening is conceived of as an active process in which listeners select and interpret information which come auditory and visual clues. In order to define what is going on and what the speakers are trying to express. Active means listeners get information (from visual and auditory clues) and relate this information to what they know Rubin (1995:7). Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend. Listening as a basic input material is very important for the students in learning English. It is highly complex processes that

draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

According to Anderson (Tarigan, 2008: 30) the essence of listening is a major process of listening, recognizing, and interpreting oral symbols. Listening can also mean listening with full understanding and attention and appreciation. Listening means listening and paying close attention to what other people say.

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

### **2.1.2. Listening Process**

Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text. Petty and Jensen (1981: 181) propose three steps of listening process as follows :

- a. Hearing : the listeners hear a series of sounds, the actual words and

sentences.

- b. Understanding: the listeners understand the meanings of these words and sentences in the context in which they have heard them.
- c. Evaluate : the listeners evaluate the meanings and accept or reject the total communication.
- d. Responding : The listeners respond to what they have heard.

In line with Petty and Jensen, Buck (2001: 274) states that listening is a complex process in which the listener takes the incoming data, an acoustics signal, and interprets it based on a wide variety of linguistics and non-linguistics knowledge. In this case, the linguistics knowledge includes phonology, lexis, syntax, semantic, and discourse structure. The non-linguistics knowledge includes knowledge of the topic, context and general knowledge about the world and how it works. Buck (2001: 274) also adds that comprehension is an on-going process of constructing an interpretation of what the text is about, and then continually modifying that as new information becomes available. Based on the explanation above, it is obvious that listening and hearing are not identical and should be thought of as two distinguishable phases. Hearing requires perceiving sounds and discriminating among them while listening is a process of becoming aware of the sound components and recognizing them in sequences that have meaning. Besides, listening is also a complex process in which the listener takes the incoming data, an acoustics signal, and interprets it based on a wide variety of linguistics (such as of phonology, lexis, syntax, semantic, and discourse structure)

and non linguistics knowledge (such as knowledge of the topic, context and general knowledge about the world and how it works). This in listening, the listener actively make an interpretation on what they hear, draw on all existing information resources, including knowledge of the world, and possibly give response to what has been heard.

### **2.1.3. Engaged Study Activate (ESA) Method**

The natural language acquisition can be difficult to replicate in the classroom, but there are elements which we should try to imitate. These elements are to be present in a language classroom to help students learn effectively, which are called ESA. This model of teaching is developed and introduced by Harmer (1998: 25-28). ESA are:

**Engage:** this is the point in a teaching sequence where teachers try to arouse the student's interest. Thus involving their emotions, activities and materials which frequently engage students include games (developing on age and type, music, discussion when handled challengingly), stimulating picture, dramatic stories, amusing anecdotes, etc. But even where such activities and materials are not used, teachers will want to ensure that their students engage with the topic. They will ask students what they think of the topic before asking them to read about it. For example, they will look at the picture of person and be asked to guess what their occupation is before they listen to that person and tape.

**Study:** study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study

and practice of single to an investigation of how a writer achieves a particular effect in long text; for an examination and practice of a verb tense to the study of a transcript of informal speech to discuss spoken style. The teacher can explain grammar; the students can study language evidence to discover grammar for themselves. They can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus . Some typical areas for study might be the study and practice of the vowel sound in „ship“ and „sheep“, (e.g „chip“ cheap“ „dip“ „deep“ „bit“ „beat“, etc.

**Activate:** this element describes exercises and activities which are designed to get students using language as freely and communicatively as possible for given situation or topic. It offers students a chance to try out real language use with little or no restriction – a kind of rehearsal for the real world.

#### **2.1.4. Type of ESA Sequence**

##### **a. ESA Straight Arrows sequence**

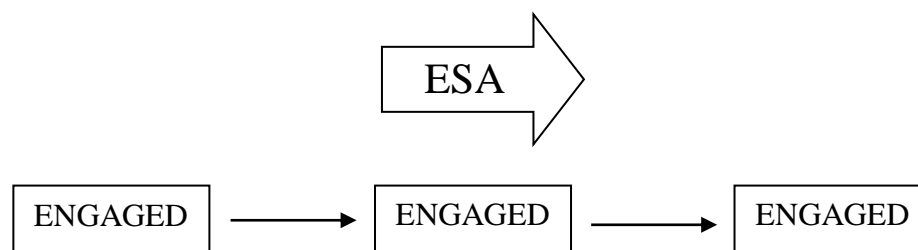
The teacher gets the class interested and Engaged, then they study something and then try to activate it by putting it into production. Here is the example of such a “Straight Arrows”.

1. Engage: students and teacher look at picture or video of modern robots. Ask some questions; what are the robots doing?, why do they like or they don't like ?.
2. Study: the teacher shows students the picture of a particular robot

and introduces the word “can” and “can’t” sentence. “It can do., it can’t do ...”. Teacher makes sure students can use correct grammar.

3. Activate: students work in groups and design their own robot, they make a presentation to class saying what their robot can do and can’t do. It can be described in the following way:

**Figure 2.1. ESA Straight Arrows sequence**



b. ESA Boomerang sequence

Instead, there are other possibilities for the sequence ESA elements.

Here, for example is “Boomerang” procedure.

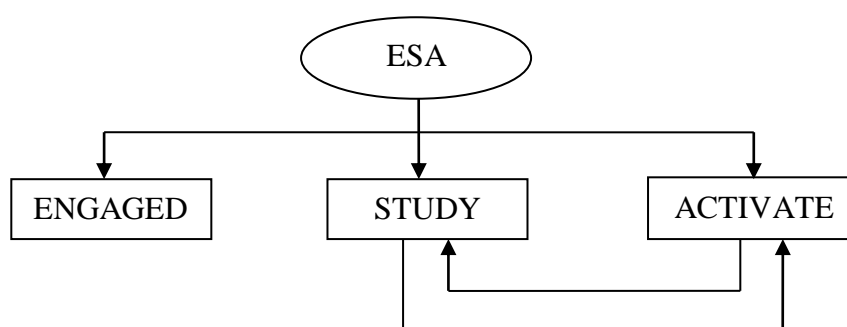
1. Engage : students and teacher discuss issues surrounding on interview. What makes good interviewee? What sort of thing does the interviewer want to find out. Students get interested in the discussion.
2. Activate : the teacher describes an interview situation which students are going to act out in a role play. The students plan the kind of questions they are going to ask and the kind of answers they might want to give (not focusing language construction etc. But treating it as real life task). They then role-play the interview. While they are



doing this, the teacher makes a note of English mistakes they make and difficulties they have.

3. Study : when the role-plays are over the teacher works with the students on the grammar and vocabulary which caused them trouble during the role-play. They might compare their language with more correct usage and try to work out (discover) for themselves where they went wrong. They might do some controlled practice of the language.
4. Activate : some time later, students role-play another job interview, bringing in the knowledge they gained in the study phase. The diagram for boomerang lessons represents this procedure in the following way :

**Figure 2.2. ESA Boomerang sequence**



#### **2.1.5. Listening and Engage Study Activate (ESA)**

By implementing ESA (Engage-Study-Activate) technique in teaching listening, the teacher can engage the students wholly in the lesson and deliver the listening strategies to them in order to understand and study the spoken text. it can

also invite the students to get motivation to listen and encourage them to be more active to use the language they have listened as a way to convince that they really understand the spoken text.

ESA is sequence stages. In the first stage (Engage), is the point in a teaching where teachers try to arouse the students' interest. Teacher will ask students what they think of a topic before asking them to listen about it. They will look at the picture of things and be asked to guess what their functions are before they listen to that thing on tape. This stage aims at amusing, moving, stimulating and challenging the students. This stage can ensure that the students Engage with the topic. When the students are Engaged, they learn better than when they are not disengaged or "switched off" from what is being taught.

In the second stage (Study), is where the students are asked to focus on information. The students can Study strategies dealing with how to identify the main idea, the detail information of text in groups or pairs, etc. Teacher can explain the construction of the text and even, grammar. This stage aims at helping the students in mastering the listening indicators.

In the third stage (Activate), is where the students are gotten to use the language as freely and communicatively as they can. This stage aims at ensuring the students that they really understand to what they have been listening. The students have chance to activate their knowledge so that they will learn the language communicatively. This can assist the students learn integrated skill (listening and speaking). It creates listening more than just listening. Listening activity is more meaningful and communicative.

It is very necessary to use a various model of teaching as creative ways to improve the students' listening skill. ESA is a way which fits the three elements of teaching (*Engage-Study-Activate*) together in lesson sequence or teaching and improves the students' listening skill. Based on the previous theories and explanations, the writer assumes that implementing ESA could improve the students' listening skill.

## **2.2. Previous Studies**

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related of this title are :

- a. Wahyudi (2016) conducted the research as " The Implementation Of ESA TECHNIQUE (Engage Study Activate) to Improve Students' listening skills" to identified in the Academic Year of 2017/2018. A Graduating Paper. English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga.
- b. Zainal Abidin Naning (2011) conducted the research as " The Correlation between Learning Style and Listening Achievement of English" conducted the research as whether or not there is a significant correlation between learning style and listening achievement.
- c. Agung prasetia (2017) conducted the research as " The Effectiveness of using English song on students' listening ability" conducted the research as The Effectiveness of using English song on students'

listening ability in the second grade of students at MTS Hidayatul Anam Pasar Minggu Jakarta Selatan. The method in this research was a quasi experimental study.

- d. Wulandari, R. Kristanti. 2013. conducted the research as “The Listening Ability of the Eleventh Grade Students of SMA Negeri 1 Jekulo Kudus Taught by Using Breaking News in the Academic Year 2013/ 2014” . This research has a purpose to find out the answer from the statement of the problem, is there is any significant difference between the achievement in listening of the eighth grade students of SMA N 1 Jekulo Kudus before and after being taught by using Breaking News.
- e. Rifqi hanifa (2014) conducted the research as “ improving the students’ listening skills of the 8th grade students of smpn 1 ngemplak through Scaffolding principles” . The purpose of this action research was to improve the students’ listening skills of 8<sup>th</sup> grade students at SMPN 1 Ngemplak in the academic year of 2013/2014. This research implemented some scaffolding principles

Based on the previous studies above, listening skills in ESA Method had a positive impact on students' listening skills. this study is a different from previous studies because writer focused on seeing the changes that are obtained after using this listening skills learning model and a lot of previous study used classroom action reasearch, while the writer used quantitative research.

### **2.3. Conceptual Framework**

Listening is a process of listening to oral symbols with full attention, understanding, appreciation and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language Tarigan (2008:31). Slamet (2008:31) Listening can be said to be a reflective language activity in an activity of conversing with the audial medium and the visual medium.

Listening can be done by listening to people, radio, television, messages, and recipients (listeners). Listeners often have to process messages while listening, even if they are still processing what they just heard, without looking ahead. In addition, listeners must cope with sender choice of vocabulary, structure, and delivery rate. The complexity of the listening process is magnified in a second language context, where the recipient also has complete control of the language

Humans are often faced with several activities and problems. When the mind is saturated because it is too tired, it takes entertainment. To obtain this entertainment can be done by listening to songs, television shows, or live shows. Sixth, to improve speaking skills; Please note that speaking is not easy. Therefore, to improve the level of speaking ability, it can be achieved through listening to the conversations of other people. This can be seen when learning a foreign language.

Listening learning really helps students in improving their listening skills in English. So that language teaching teachers are required to be able to understand the concept before doing listening learning. After that, just compile

teaching materials that are in accordance with the learning curriculum that is presented in learning development. In developing students' listening skills, a teacher must be able to determine methods that can be easily understood by students.

The current way of research is the media that has been well-known to students to applied is really helpful because if students focus on the learning process in making the good listening about , they encourage themselves to make it is flawless and it is the chance for teachers to use the applicable and update media to make students interest and eager in learning English especially listening.

#### **2.4. Hypothesis**

Ho : There is no significant effect of using ESA Method on students' listening skills.

Ha : There is significant effect of using ESA Method on students' listening skills.