

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer described about nature of intensive listening, kinds of media in listening classroom activity, types of podcast, content of podcast, speaking accuracy, podcast improve students' speaking accuracy, benefits of Intensive listening through podcasts, strength and weakness of intensive listening, techniques of teaching by speaking accuracy using podcast, and speaking assessment.

A. Podcast

Another factor which contributes to the success of listening instruction is the media used to present the listening materials. Language laboratory, for instance, can be used to provide language learners with various models of utterances spoken by native speakers and a means to record their own voices in order to be able to compare them with native speakers' voices¹. However, language laboratory, which has been used in language classrooms, is gradually being replaced by language media center with its multimedia applications. In this center, language learners can use multimedia CD-ROMs and laser discs, access foreign language documents on the Internet, and communicate with their teachers or fellow classmates, using live chat programs. One of the Internet resources which are getting more popular for listening practice is *podcast*. *Podcast*,

¹ Steven Brown, "*Teaching Listening*", (Cambridge: Cambridge University Press, 2006), p. 10.

composed from the words iPod and broadcast, is a pro-gram for recording and operating listening materials from the Internet such as music, news, TV broadcasts. The audio or video files for *podcasts* can be downloaded for free from various internet sources².

Podcasts available on the Web fall broadly into two types: “radio podcasts” and “independent podcasts”³. Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation), RTHK (Radio Television Hong Kong) and VOA (Voice of America). “Independent podcasts” are Web-based podcasts produced by individuals and organizations. In the second type is which has huge potential for English Language Teaching (ELT) because they can be tailor-made to suit different learner needs. Also, they can be created by learners themselves with utmost ease. The first podcasts appeared in early 2005. English Language Teaching (ELT) educators soon joined the movement, and since the second half of 2005, there has been an upsurge in the number of English Language Teaching (ELT) podcasts on the Web. Teachers have 3 ways to look for suitable English Language Teaching (ELT) podcasts for their students. They can start with “general” podcast directories. A podcast directory is a searchable database which is linked to sites that house podcasts. Teachers can type in a search term like

² Bambang Yudi Cahyono dan Utami Widiati, “*The Teaching of EFL Listening in the Indonesian Context: The State of The Art*”, (Indonesia: Universitas Negeri Malang), TEFLIN Journal, Vol. 20, No. 2, August 2009. p. 6.

³ Paul Sze, “*Developing Students’ Listening and Speaking Skills through ENGLISH LANGUAGE TEACHING (ELT) Podcasts*,” The Chinese University Of Hong Kong.. p. 3.

“English”, “English Language Teaching (ELT)”, “English as Second Language (ESL)”, and “TESOL”, and they will be given a list of English Language Teaching (ELT) podcasts.

At the heart of Intensive listening is the selection and use of listening materials. Without the use of appropriate materials, the second language learners will not be motivated to do Intensive listening practice. One of the reasons of learners are not interested in listening is that the materials are often above their head. They are simply too hard for second language learners. It should be pointed out that the main goal of Intensive listening is to provide students with a massive amount of *comprehension* practice. For many of lower proficiency learners of English, the right level often means *easy* or *easier* listening materials. This is because these learners normally have limited experience listening to spoken language so it seems sensible to give them a lot of early success experiences in order to build their confidence. Once they have built up sufficient listening fluency, they can move on and work with the more challenging material. The key here is that the students should be able to listen and comprehend the material on their own, ideally without any external help from the teacher. The use of easier material will ensure that students receive large amounts of practice in listening comprehension. Another key consideration in the selection of Intensive listening materials is that they should be highly interesting and personally meaningful to the students. By providing a wide selection of listening materials, students will be able to find listening materials that are both comprehensible and enjoyable.

The following questions can be used as a guide for teachers when choosing listening materials⁴:

Table 2.1. The Criteria of listening materials

Criteria	Yes	NO
Is the material personally meaningful to the learners?		
Does the material contain interesting information that attracts the learners' attention?		
Can the students comprehend over 95-98% of the language in the material?		
Can the students listen and/or view the material without having to stop and replay the audio or video material?		
Can the students understand 90% or more of the content (the story or information)?		
Does the material contain language features (words, phrases, Collocations) that can engage the students' attention?		

In this study, the writer preferred to use several types of American style podcast. As we know, that British English is more complicated than American English. It will be easier for students to learn American style.

⁴Dr. Willy A. Renandya, "*Materials and Methods for Intensive Listening*", National Institute of Education, Nanyang Technological University, Singapore, Plenary Paper Presentation – 59th TEFLIN International Conference, 6-8 Nov. 2012, Surabaya

1. Content of Podcast

Existing podcast resources for language learning can be further divided into two main categories. The first is content created by native speakers for the consumption of native speakers, such as news podcasts released by broadcast media. The second category is teaching content created for language learning. Rosell-Aguilar sub-classified this category into complete courses and supporting materials either for a particular audience or for independent learners. The latter subgroup of resources—supporting materials for independent learning—can arguably be most readily used by classroom teachers for providing target language input. There are several podcasts that consists of refined material because it designs for the lesson in the classroom. Podcast consists of some content type⁵:

a. *Comprehensive*

These are podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary. A well-known ‘comprehensive’ podcast is the one quoted above, created by “Teacher John” who is teaching English as Second Language English as Second Language (ESL) in Japan.

b. *Whole lessons*

These are whole lessons based on a podcast. The podcast, for example, makes use of a news story in each episode. The text of the news story is

⁵Paul Sze, *op. cit.*, p. 4-5.

provided, accompanied by the audio file. There is then a lesson plan with accompanying worksheet materials. So, these are ready-made lessons based on podcasts which teachers can use in the classroom immediately.

c. *Vocabulary, idioms*

This is a popular type of podcast, probably because it is easy to produce. In this kind of podcast, the host chooses some vocabulary items and explains their usage. The example above concentrates on the special vocabulary used by New Yorkers.

d. *Conversations with script*

These podcasts contain conversations between native speakers. To help less proficient learners, each episode is accompanied by the script, for learners to refer to while listening to the conversation.

e. *Jokes*

These are podcasts containing jokes and because they usually play on language they encourage careful listening by the learner.

f. *Songs*

These podcasts contain songs for English as Second Language (ESL) learners. The songs are either traditional children's songs or authentic popular songs for teenagers. They are also often accompanied by the text of the lyrics.

g. *Phonetics, pronunciation*

Podcasts are obviously highly suited for teaching phonetics and pronunciation. These podcasts are lessons which focus on specific phonemes and pronunciation problems in English.

h. *Stories*

These are usually story read-aloud. They may or may not be followed by listening comprehension questions.

i. *Listening comprehension*

These podcasts provide conventional listening comprehension practice.

In this study, the writer used comprehensive, whole lessons, conversation with script, stories and listening comprehension.

B. Nature of Intensive Listening

Languages are mainly used for listening, speaking, reading, and writing in intercommunication. Listening and reading are input competence, and speaking and writing are output competence. Among these the listening and speaking competence tends to be more important in human communication and daily life. The primary language of human being develops from listening and speaking. Statistical data shows that as adults are in communication, which spend 45% of time in listening, 30% in speaking, 16% in reading, and 9% in writing. It illustrates the effects of listening and speaking effectively. In teaching, we should ask students to listen and memorize more regular sentences, excellent dialogues, paragraphs, and some classic works, and dictate, retell, summarize, and

generalize some sentences and paragraphs in listening, what can improve students' thinking and expression competence. If students persist in these practices and form a habit, they will pump out these phrases, sayings, and sentences naturally. Once being understood and absorbed, these language materials will be mastered firmly and employed freely by students.⁶

Several things that students think of listening difficulties: it is no record, happens in real time so students need to store while analyzing and carry forward information in mind, in addition the speech rate no under listener's control⁷. In first language (L1), students rarely have problem processing information when speech rates get faster, while in second language (L2) students will not have sufficient time to process the information even in terms of lexical and grammatical function because, for second language (L2) students, their language processing will be only partly automatic just like driving a car. At the first stage, the whole process is controlled and the driver pays attention to everything he needs to do, but after a while things become a little more automatic and then driver is able to drive a car without thinking about it very much. Eventually, he is able to automatically control everything.⁸

⁶ Wencheng Sun. *“Improving Speaking by Listening Cultivating English Thinking and Expression (Probe into the Teaching of Business English Listening)”*. (China: Jilin Agricultural Science and Technology College Jilin 132101, 2009). English Language Teaching. Vol. 2. No. 2. June 2006. p. 2.

⁷ John Field, *“Listening: A Cognitive Framework”*, (United Kingdom: CRELLA, University of Bedfordshire, 2013). p. 12.

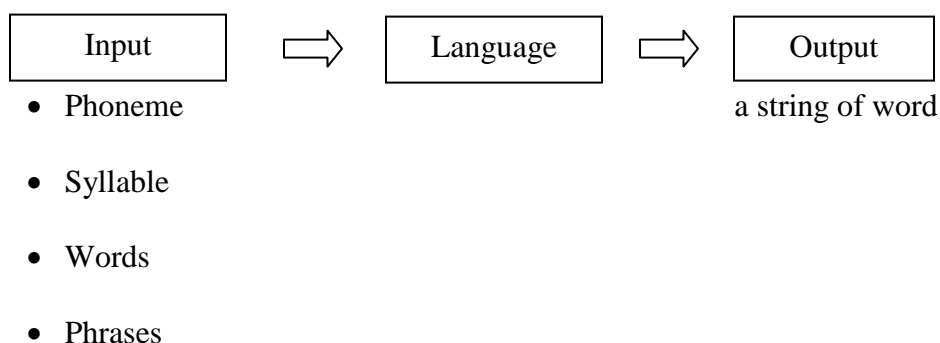
⁸ Pearl Chang & Cynthia Lu, *“EFL Listening Instruction: Theory and Practice”*, (Taiwan: English Education Study Center), p. 5.

That is like how intensive listening works. Intensive listening (IL) is also called by bottom-up listening skill which students listen to the materials repetitively and they focus on individual words, phrases, and achieve understanding by stringing the detailed elements together to build a whole⁹. The materials for intensive listening should be selected carefully, which should be easy with less new words, clear records, standard tones, and slow speed. Listen in one material repetitively and take notes on details. After the listening, students may retell the material or answer relevant questions orally.

1. Phases of Intensive Listening

There several phases of intensive listening¹⁰:

a. Decoding



In this phase, students translate input into the sounds of languages and searching for words which match or nearly match these sentences.

⁹ Dr. Fadwa D. Al-Jawi, “*Teaching the Receptive Skills: Listening and Reading Skills*”, (Umm Al-Qura University, 2010), p. 3.

¹⁰ John Field, *op. cit.*, p. 5.

b. Parsing

The students try to identify/recognize the grammatical pattern in a string words and fit a word to word surrounding it.

c. Meaning Building

In the last phase, students add the meaning and handle the information that is relevant and important.

2. Benefits of Intensive listening through Podcasts

As Paul stated that producing podcasts is a motivating way for students to improve their speaking skills, as will be explained below¹¹:

a. *Motivation*

Podcasts, once placed on the Web, can be accessed by anyone in the world; this means that for students producing their own podcasts, there is a real audience out there. This is a huge motivating factor. One example of a student podcast is the one produced by Secondary One students at Secondary School attached to Fudan University in China. Students respond to a topic assigned by the teacher.

b. *Perfection through practice and rehearsal*

Students who produce a podcast will usually have to practice or rehearse their “Show” first. In other words, they will be undergoing plenty of practice which, though probably repetitive, is welcomed by the students themselves.

c. *Collaboration through group podcasts*

¹¹ *Ibid*, Paul Sze, p. 7-8.

Collaboration skills have become a key generic skill in the school curriculum in Hong Kong. Students can be invited to produce podcasts in groups. Through the process, they learn to collaborate with each other.

d. Attention to accuracy

A podcast is a permanent record of oral performance. Being aware of that, students producing a podcast will pay more attention to their pronunciation accuracy.

e. Mixed-ability teaching

Different tasks can be assigned for different students according to their ability level. Producing podcasts, hence, provide every student to produce something to their best.

f. Large-class teaching

It is usually difficult to teach speaking in a large class. With podcasts, students can be asked to produce programs in groups; or they can be asked to produce their own program individually at home. The teacher and their classmates can listen afterwards.

g. Less confident students

Speaking usually involves face-to-face performance. Less confident learners usually feel threatened when called upon to speak to an audience, even if it is a small one. They will benefit from producing a podcast since it is performing “behind the scenes”.

A major consideration in using podcasting in education is that it allows flexibility. The podcasting literature has determined that time, location, and pacing as the dimensions where this flexibility can be realized. As a result of the time flexibility of podcasting, a learning activity is no longer constrained by time and location. Learners can access learning materials on the move, assuming they own personal mobile devices such as mobile phones and personal media players. A further advantage of podcasting is the provision of bite-sized learning opportunities, enabling learners to take advantage of idle time for constructive learning purposes. In addition to this mobility, having the ability to replay podcasts has also been found to improve learning. The facility to download podcasts and listen repeatedly allows learners to work at their own pace to achieve the desired learning outcomes. These three dimensions of flexibility also contribute to learners' choice and control, which are considered key elements of learner autonomy and independent learning. Intensive listening can improve our students' listening and speaking comprehension primarily because it enables them to process spoken language more accurately and fluently.

- a. It can enhance learners' ability to deal with normal speech rate, which for many beginning L2 learners is perceived to be too fast. Beginning students often complain about the difficulty of understanding spoken language, not because the content is difficult or the language is too hard, but because it is too fast.

- b. It can improve their word recognition skill. Students report that they can often recognize words in writing, but not in speech. Again, lower proficiency students seem to have problems recognizing words in speech and frequent listening practice seems to facilitate the development of automaticity in sound-script relationships.
- c. It can enhance their bottom-up listening skills, in particular the skills of recognizing word boundaries. In speech, words often take on different forms from when they are said in isolation. Speech phenomena such as assimilation (e.g., in class – ing class), contractions (e.g., going to – gonna), resyllabification (e.g., bend it – ben dit) are common in speech and known to cause listening problems to lower proficiency learners.

Finally, intensive listening can give students a lot of opportunities to experience a high level of language. What we want our students to experience is a deeper degree of comprehension when they listen to spoken text, because it is this type of comprehension that is more likely to lead to acquisition. There is some study evidence that shows that repeated listening of the same material (called narrow listening) can lead to deeper comprehension. Dupuy found that for her beginning learners of French as a foreign language, a higher degree of comprehension (95% and above) is possible only after the third or fourth listening.

3. Strength and weakness of Intensive Listening

Every single of method has strength and weakness in teaching and learning process including Intensive listening. Those some strengths of intensive listening that made writer decide to use for this study¹²:

- a. Intensive listening can be conducted both inside and outside of the class. Then the students do not feel under pressure because the time is flexible.
- b. Intensive Listening class uses tape material. It allows students to hear a variety of different voices apart from different characters especially where real people are talking.
- c. In addition, tape material is extremely portable and readily available. Students can use their mobile phone as the machine to play the material.

Although Intensive listening offers the advantages but there several things should consider before conducting Intensive listening in the class, as following:

- a. In big classroom with poor acoustic, the audibility of taped and disk material often gives cause of concern. It's often difficult to ensure that all students in a room can hear equal well.
- b. In intensive listening practice, the students listen to the same materials repeatedly and it cannot deny that causes the boredom.

¹² Jeremy Harmer, "*The Practice of English Language Teaching*", Longman: Cambridge, UK, p. 229.

- c. Everyone has to listen at the same speed dictated by tape not by listener. Finally, having a group of people sit around listening to recordings is not an entirely natural occupation.

Therefore, to minimize the weaknesses writer provided the appropriate topic of materials and gave the students background knowledge about the audio that they listen in order to decrease the boredom. The writer has students to listen the podcast as task that they can do at home as task in order to they can set the speed by themselves. So, the levels of difficulty can be controlled even the low achievers can practice. In addition, if possible they will work with partner or team.

C. Speaking Accuracy

1. Definition of Speaking Accuracy

Accuracy is the activity in which learners are concerned to communicate meanings but are also concerned with form. They will be concerned with the words they choose indeed convey the meaning they want clearly and appropriately. The learner should not only know correct grammatical rules of the language but also able to speak accurately¹³. When students speak accurately it means that they speak with correct grammatical, pronunciation, and wide vocabulary. Housen and Kuiken define accuracy

¹³ Dr. Shilipi Rishi Srivastava , “*Accuracy Vs Fluency In English Classroom*”, New Man International Journal of Multidisciplinary Studies (ISSN: 2348-1390) Dept. of Humanities Feroze Gandhi Institute of Engineering & Technology Raebareli (U.P.)-229001.

simply as “error-free” speech which students produce language with free of error as far as possible. The teacher could discover what learners actually want to say and then teach them how to say it in the target language. If we see how a child does learn his mother tongue or L1. We can find that he learns simple words or sentences first by listening or repeating in different contexts. Eventually he starts speaking fluently at the age of three or four; he is able to express most of the things relating with the area of his knowledge without knowing the rules of grammar. He just starts learning the rules of grammar when he enters in class 2 or 3 in elementary school.

2. Podcast Improves Students Speaking Accuracy

Through podcast, it provides students extra listening practice then they can implement what they listened on podcast in their daily activity. Up till now, we know most of students feel difficult to speak English and give respond when someone talks to them. It is because they seldom listen native speaker talks and their environment does not using English as official language. However, there is strong reason to use podcast. The podcast can motivate students’ interest in listening English and provide them with native speaker speech. Stanley ascertained that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom¹⁴: “Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations we can find on many podcasts is an

¹⁴ Paul Sze, *op. cit*, p.5

attractive option for language teachers. These extracts can bring a range of different voices and varieties of English into the classroom”. More advanced learners can be encouraged to listen to authentic podcasts. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events. The teacher and students can produce their own podcast. The aim of the student listening is to understand and enjoy the story. Thus there is complete congruence between the writer/speaker’s intentions and the listener’s response. The writer’s aim is to produce entertaining and thought-provoking stories at a level where the learner of English can understand them. The aim of the actor who records the story is to use his/her voice to bring the characters alive, while the aim of the student listening is to understand and enjoy the story. Thus there is complete congruence between the writer/speaker’s intentions and the listener’s response.

D. Teaching Intensive listening through Podcast

1. Techniques of Teaching Intensive listening through Podcast

In teaching English, there are several methods. One of them is audio lingual method. The common technique that is used in this method is drilling. Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement.

Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes: repetition, inflection, transformation and many others. On the other explanation, Senel stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation¹⁵.

In this study, the writer did some steps before teaching intensive listening to the students:

a. Step 1: Selection of the listening materials

The writer chose listening materials based on the level of the recording and the interests of the students. The priority is thus to select a title that is somewhat challenging but easy enough to encourage learners to persist in and enjoy listening to it.

b. Step 2—Digital input enhancement

The writer will transfer the audio CDs to a computer and convert them to mp3 files and the writer also will use this program to raise the volume of the target items.

c. Step 3—Transferring the listening materials to students' phones

¹⁵ Riswanto and Endang Haryanto, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School 07 South Bengkulu, Indonesia". International Journal of Humanities and Social Science, 2(21), 2012.p. 83.

The writer will transfer the materials to their mobile phones in mp3 formed.

d. Step 4—Instructions to the students

Intensive listening is not familiar practice for most English as Foreign Language (EFL) learners, certainly not in Indonesia. So it was important for the writer to explain to students what the purpose and benefits of the exercise are. We told students to “simply enjoy the story” and understand every word or expression, and to “just keep listening.” We told them not to use dictionaries or grammar books, but to listen to the story as in Indonesia.

There will be some techniques before in teaching the intensive listening.

These are as following:

- a. As a pre-listening activity the writer will briefly introduce the story to the students to engage students’ curiosity and give the background knowledge before they listen to the audio provided.
- b. While listening, the students will be asked to write down the words as many as possible they could catch from the recording in a notebook.
- c. No visuals are provided, in order to the students concentrate on the aural sounds. The students are never given access to tape scripts either.
- d. Then, students will guess about link between the words based on the speakers, situation and topic.
- e. After the students link the words they will share their ideas with a partner.

- f. The writer will ask students to imitate what speaker said or do the roles play.
- g. The writer and students check out the script they write.
- h. In the post activity, it involves evaluation that aims at developing students' self-evaluation strategy in order to make them more efficient listener.

2. Speaking Assessment

Here are the references that writer will use for assessing students' speaking accuracy:

- a. Assessment of speaking and listening skill in English (ASL)

This kind of assessment is measuring speaking skill in detail such as pronunciation, stress, intonation and accuracy. In addition, it gives detail description to every score (1-5) but it does not give all of the components that writer wants to measure.¹⁶

- b. British council, IELTS AUSTRALIA, University of CAMBRIDGE

According to the aspects of speaking accuracy that writer wants to measure, this scoring rubric is providing; Lexical Resource (Vocabulary), Grammatical range and accuracy and pronunciation.

¹⁶Matt Purland English, "*Assessment of speaking and listening skill in English (ASL)*", National Science Foundation OSI Governance Plan template, (California: University of South Florida), Accessed in <http://Cbseacademic.in> on (online on March 31 2015).

Furthermore, it also gives very high detail description for every band that represents in 1-9.¹⁷

c. Sample Speaking Assessment Rubric

This scoring rubric has similarity with the first one, but it measures all of the components of the writer needed. Unfortunately, it does not give detail description to every band of score (1-5) as well as the second one has.

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d. Rubrics on Scoring English Tests for Four Language Skills

This scoring rubric has differences with the others because it uses percentage (10%-100%) to measure the speaking skill. Even though it provides all components writer needed but it gives poor description to every category.¹⁹

Based on some references above the writer used the speaking assessment from British council, IELTS AUSTRALIA (University of CAMBRIDGE) because it gives more description/detail characteristic each score. In addition, it consists of all of elements that writer wants to measure in this study.

¹⁷ “*Speaking band descriptors (public version)*”, British Council, (Australia: University of Cambridge, ESOL Examination), accessed in [www.iEnglish Language Teaching \(ELT\)s.org/writers/score_processing_and_reporting.aspx#speaking](http://www.iEnglishLanguageTeaching.com/writers/score_processing_and_reporting.aspx#speaking) on 26th March 2015 at 09.55 a.m.

¹⁸ “*Sample Speaking Assessment Rubric*”, accessed in www.p12.nysed.gov on Sunday 26th March 2015 at 09.35 a.m.

¹⁹ Pandiya, “*Rubrics on Scoring English Test for four Language Skills*”, Jurnal Pengembangan Humaniora , (Polines: Ragam, Vol. 13 No. 1, April 2013, p. 46.