CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II contains review of literature and theories underpinning the research. The researcher comprises some sections as follows: the nature of listening, basic purposes of listening, teaching listening, Task Based Language Teaching (TBLT), the goal of TBLT, sequences of TBLT, and teacher roles in TBLT.

2.1 The Nature of Listening

Listening is the first stage of human language learning. We start to hear the sound through the ears and interpret the meaning in the brain (Rost, 2011). At the later stage, we can use the language to communicate, get information and gain more knowledge (Wilson, 2008). The distinctions between hearing and listening are the level of intention and attention of the listener (Helgesen and Brown, 2012). In this case, Rost (as cited in Helgesen and Brown, 2012, p.3) defines listening as “mental process of constructing meaning from spoken input”.

In the educational field, listening is considered as a passive skill. Result from this notion, Walker (2014) argues that the definition of listening as a passive skill is based on the requirement that students have to be active in the classroom. Whereas, Brown (2004) emphasizes that the process of listening is unable to see and hear. However, the process of receiving and interpreting the sound through listening is an active circumstance (Helgesen and Brown, 2012).
2.2 Basic Purposes of Listening

In the daily activities, people hear anything in their surroundings. Besides, they listen to the specific content that contains useful and interesting information. Moreover, they also listen to music or instruments for self-satisfaction or enjoyment. Several reasons to listen are explained by Wilson (2008) in four categories as follows:

1. Listening for Gist

The purpose of listening for gist is to get the overview of a conversation. In this case, the listeners tend to know the speakers, the topic and the situation related to the conversation without getting into detail.

2. Listening for Specific Information

In this case, the listeners do not pay attention to the whole words in the dialog or monolog. Besides, they catch for the specific information that is useful or interesting for them. For instance, when people listen to the weather forecast in television, they only pay attention on the particular place or their current location.

3. Listening in Detail

Listening in detail means that we have to listen carefully the whole information. Generally, people listen in detail to identify or compare something in advance.

4. Inferential Listening

The main aspect of inferential listening is the imagination of the listeners. In this case, the listeners use their psychological ability to illustrate the
situation and condition of what is being said. It works in our mind that we can feel or predict the situation.

2.3 Kinds of Listening

Mostly, listening is about conversation or speech between people. However, there is a condition where listening is defined as a single activity. The distinction of message delivery in the listening is classified into two characteristics, which are reciprocal and non-reciprocal listening (Wilson, 2008; Helgesen and Brown, 2012).

Reciprocal listening requires two or more people in the conversation. In this situation, people interact one to another to give opinion, reaction, and questions about related topic. Moreover, we can ask for the verification or repetition of certain statement.

On the other hand, non-reciprocal listening occurs without any involvement of the listeners. It requires one direction speech which the listeners cannot interrupt or add any ideas. For instance, when we listen to music, radio broadcast, news in television or even in listening task, we cannot interrupt the recorded speech.

2.4 Teaching Listening

Teaching English as a foreign language is not an easy task for teachers. According to Aprilia (2013), teachers’ role in teaching English as a foreign language is more than delivering the material. She believes that teaching new language means introduce different culture, perception, behavior, and pattern. In addition, Brown (2000) defines teaching as the action of delivering knowledge to
the learners in a particular way to construct the understanding. Furthermore, he states that teachers are also responsible to create conducive learning situation.

Teaching listening is related to speaking speech and numbers of language features such as various accents and dialects that influence the listeners’ perceptions. Moreover, Bloom et al. (as cited in Walker, 2014) argue that the pronunciation of the words in English is obviously different with the written form. Therefore, Wilson (2008) points that “knowing the written form of a word is not guaranty that students will recognize the spoken form” (p. 13).

Considering lots of features of the language, English teachers are responsible to maintain the process of teaching listening to build students’ understanding effectively. Two basic approaches to teach listening are top-down and bottom-up processing. The difference between top-down and bottom-up processing is the starting point of the teaching process.

In the top-down process, the teacher leads the students to think from general to specific ideas (Harmer, 2015). Firstly, the teacher gives the overall understanding of the lesson and the students attempt to build their own schemata. The use of students’ background knowledge is important in this process. On the other hand, the bottom-up process starts with the detail to the complex one. Helgesen and Brown (2012) state that the bottom-up process is often conducted in educational field. The starting points of the bottom-up process are words, phrases, and grammar or any parts of language unit to the general view. They define bottom-up strategy as “building blocks” (p. 7).

After deciding the teaching approach, teacher has to arrange the activities that are divided into three sequences as follows:
1. Pre-listening

Generally, pre-listening sequence includes the preparation of the students’ mental process. The teacher conducts brainstorming activity to introduce the topic or vocabularies related to the later stage. Furthermore, Wilson (2008) emphasizes that the pre-activity of listening contains the introduction of the topic, the explanation of the purpose of listening, the explanation of the following content and an elaboration of students’ schemata. Thus, this activity helps the students to anticipate features of the task at the later stage.

2. While-listening

While-listening activities often include the comprehension questions (Helgesen and Brown, 2012). He argues that lots of comprehension questions make the students confuse because of lack of focus. Therefore, the teacher may adapt the comprehension questions into task. In this case, the students are offered to seek specific information that makes them more focus in certain feature. Helgesen and Brown (2012) believe that task is building meaningful learning. In addition, Nunan (2015, p.41) states that “listening will involve production (speaking and writing tasks)”. In this case, the focus of the lesson is mainly in listening. However, the other activities such as speaking and writing may help the teacher to evaluate the students’ understanding of the listening activity.

In the listening activity, some teachers may give several chances for the students to listen the audio (Wilson, 2008). He states that the maximum replay is three times to get effective listening. It is in line with Wilson, Flowerdew and Miller (2005) believe that teacher may give more than one chance to listen
the audio. However, the teacher has to be careful with the number of repetition. 
Flowerdew and Miller (2005, p.169) state that repetitive listening may lead the students to be dependent listener and it causes “play it again sam” syndrome. The result of repetitive listening according to Flowerdew and Miller (2005, p.170) is “students focus more and more on what they think they have not heard, rather than be happy with what they have heard”. 

In addition, it is also important to give different task in every audio replay that leads the students to listen in purpose (Wilson, 2008). In this case, the students have to build a strategy to complete the listening task. Rost (as cited in Nunan, 2015, p.42) establishes several strategies of successful listeners such as “predicting, inferring, monitoring, clarifying, responding and evaluating”. Accordingly, it is important to design meaningful activity in listening to engage the student in the teaching learning process.

3. Post-listening

The most important thing in the post-activity of listening is the reflection of what the students have learned. Moreover, the teacher is responsible to set the discussion to know the students’ difficulties and give solution and feedback (Wilson 2008).

2.5 Task Based Language Teaching (TBLT)

In the field of language learning, it is important to build meaningful teaching learning process. Nowadays, the notion of language learning has changed. The value of language learning is more than the knowledge about grammatical function. It also deals with the process of language cognition (Nunan, 2004). The development of communicative competence and practice in natural situation
definitely supports students’ language mastery (Hismanoglu and Hismanoglu, 2011).

The methodology that is feasible to bring the real world into the classroom is Task Based Language Teaching (TBLT). Shabani and Ghasemi (2014) define TBLT as meaning-focused teaching method that helps to improve students’ communicative skills. TBLT implementation requires the sequences of tasks that the students actively engaged in (Marlina, 2014). Moreover, learner-centeredness of TBLT provides opportunities for the students to practice the target language (Willis and Willis, 2007). In addition, Nunan (2015, pp. 25-27) defines several key principles of learner-centeredness which are:

1. **Provide opportunities for learners to reflect on their learning process**
   
   In this case, the learners need to reflect and monitor their own learning progress. Moreover, they are required to maintain their own learning decisions and consequences.

2. **Give learners opportunities to contribute to content, learning procedures, and assessment**
   
   The teacher may give the opportunities for the learners to decide how they finish the task given or with whom they have to work the given task.

3. **Be guided by adult principles when working with more mature learners**
   
   The teacher has to identify the learning style of adult learner. According to Brundage and MacKeracher (as cited in Nunan, 2015, p.26), adult learners prefer to involve in the teaching learning process whose the activities and materials are related to their life experiences.
4. Incorporate learner training into the curriculum

In this case, the curriculum should refer to the learner-centeredness. Moreover, the teacher has to ensure that the learners understand their role in learner-centeredness classroom. The activities required the learners to be actively involved in every task given.

Nunan (2004) believes that language is dynamic. Therefore, in language teaching, it is important to activate students’ intellectual knowledge in authentic tasks. The notion of authentic is a content that used in the real world situation. In addition, he defines two kinds of tasks in TBLT as target task and pedagogical task. First is target task. It means authentic language features beyond the classroom. The second kind of task is pedagogical task which is the language applied in the classroom. Therefore, students’ communication experience in the classroom leads to the students’ learning experience.

2.6. The Goal of TBLT

In every language teaching process, there are goals that the teacher has to reach. Nunan (2004) states that goals are related to the students’ learning outcome, for instance, communicative competence, affective competence and cognitive competence. The main point of TBLT goal is building authentic communicative language teaching in the classroom (Willis and Willis, 2007). Moreover, they argue several objectives of TBLT method which are:

a. The improvement of the students’ communicative skills
b. The fluency and accuracy of using language
c. The active involvement of the students in the classroom activities and discussions
To reach the goals of TBLT implementation, Willis and Willis (2007) classify three basic TBLT points of view which are:

1. Focus on Meaning

In this case, the students explore the use of the target language in communicative purpose. The teacher has to build students’ confidence to express their ideas using the target language as much as possible. It aims to increase the fluency of speaking the target language.

2. Focus on Language

The use of students’ background knowledge is important in this point. While involving in communicative activity, the students may stop to recall their memory and think how to express their ideas. The students generally seek vocabularies related to the topic.

3. Focus on Form

Form-focused at the end of the sequences helps the students to develop their language accuracy. The teacher attempts to give reflection and specify specific grammatical form. Therefore, the students will notice their mistakes and the right form. Therefore, TBLT provides the balance between meaning and grammatical form.

2.7 Sequences of TBLT

TBLT implementation requires sequences of communicative tasks activities. Richards and Rodgers (2001) state that authentic task may increase students’ learning motivation and communication skills. In addition, Tomlinson (2013) believes that interesting and less-pressured learning activities may increase students’ communicative competence. Generally, in the pre-activity, the teacher
gives the introduction of the lesson overview or states specific form to be learned. However, in TBLT implementation, the teacher has to avoid the isolation of grammatical rules in order to build meaning-focused activities. TBLT implementation has several sequences as follows:

1. Priming

All of the activities in TBLT implementation are called as a task that includes the introductory part or pre-activity. Pre-task activity in TBLT is called as priming. In this stage, the teacher introduces the topic and discusses the related issue with the students. For instance, the teacher will ask about the students’ personal experience related to the topic, ask for students’ understanding and opinion about the topic, or simply introduce related vocabularies. The students’ involvement in this stage is also called as a task that they practice their background knowledge and express their opinion in the target language. Moreover, priming has several functions which are introducing the topic, brainstorming, giving useful related vocabularies or language input, engaging the students in communicative activity by expressing ideas, background knowledge and opinions, and preparing students for the next stage.

Giving responses, asking, agreeing and disagreeing while expressing their opinion in the class are the example of real-world language used that occurs in classroom (pedagogical task). Shabani and Ghasemi (2014) believe that priming also activate students’ schemata and motivation. In addition, Richards and Rodgers (2001) state that priming activity also increases students’ anticipation of the later stage activities. The priming sequence is followed by several facilitating tasks to prepare the students for the target task (Willis and Willis, 2007). In
addition, they point out that the teacher has to give adequate time for the students in the completion of every task given.

2. Task Cycle

After the introduction of the topic, the students are engaged in set of tasks. In this case, TBLT provides a range of tasks that are chained one to another (Nunan, 2004; Willis and Willis, 2007). In addition, Flowerdrew and Miller (2005) state that tasks of TBLT contain authentic and purposeful activities. Therefore, the task cycles of TBLT require several communicative activities which are:

a. Target Task

Target task is the practical use of real-world activity (Willis and Willis, 2007). They also state that target task “is the task that the other activities have been preparing for, but it also leads in to the next task” (Willis and Willis, 2007, p.22). Moreover, Nunan (2004) states that in the target task, the students are working with a pair or small group. During the discussion, the students practice their communicative skill in a natural way that they are taking with friend about the topic in less pressure. Richards and Rodgers (2001) state that target task require spontaneous language used that develops students’ communicative confidence.

b. Planning

In every sequence, the students are given different tasks. In the planning cycle, the students resume the result of the small group discussion and prepare for the whole class discussion. The students are allowed to use the dictionary or write down notes that will help them to present their work in the later discussion. The point is to prepare how and what the ideas should be delivered.
In addition, Richards and Rodgers (2001) state that the use of planning cycle constructs students’ language accuracy and organization at the later stage.

c. Report

Finally, the students come to whole class discussion where their work will be presented. Moreover, classroom discussion builds students’ confidence in public speaking. It shows the fluency and the accuracy of the target language used. The report stage also gives additional advantage for the students which are information exchange, public correction, and reflection (Richards and Rodgers, 2001).

3. Focus on Form

*Focus on form* is the isolation of specific language features or grammatical form, reflection, feedback, and conclusion. It sometimes occurs grammatical task practice and explanation. TBLT teacher has to hold to explain about grammar until the tasks had been finished. It aims to avoid meaning-focused distraction. The students have to think about how to express their ideas based on their background knowledge. Furthermore, they will recognize form as they involve in the activities. If the teacher isolates form in first sequence, the communication in the classroom becomes unnatural (Willis and Willis, 2007).

Willis and Willis (2007) have specific reasons to put focus on form in the last sequence. They are:

1. The students will easily identify the language features and usages at the previous sequences. Firstly, they notice the language used by the teacher, manipulate and use the language at task sequences, and finally come into detail.
2. The language features that had been studied will be more prominent. The students find it memorable because they had practiced to use the language.

3. Increase the students learning motivation. In the students’ mind, language learning is a set of grammatical form. They will be conscious to know whether they use the language accurately or not. This reason is reasonable to make the students more focus at the last sequence and notice the language features.

2.8 Teacher’s Role in TBLT

In the educational field, the teacher takes the most important role that encourages the students to master various knowledge. Therefore, in TBLT implementation, the teacher has purposeful roles that led the goals achievement. Willis and Willis (2007) define the teacher roles in TBLT which are:

1. Leader and Discussion Organizer

   The teacher leads the introduction (priming) sequence until the last stage (focus on form). In this case, the teacher guides the students and makes sure they engage in every task cycle.

2. Manager of Group or Pair Work

   The management of group discussion is important to maximize the students’ learning outcome. Firstly, the teacher has to make sure that the students understand the instruction. Secondly, teacher monitors the discussion to ensure that the students do not discuss about another irrelevant topics.

3. Facilitator

   The teacher has to organize feasible and appropriate tasks for the students. The task has to have balance between difficulty level and students’ understanding ability.
4. Motivator

The most important point in TBLT is rich amount of communicative activities. Therefore, the teacher obligates to build students’ communicative confidents. Besides, the teacher attempts to give useful feedback to point out the language accuracy.

5. Language Knower or Adviser

In the implementation of TBLT, the students may have difficulties in expressing their ideas. In this situation, the teacher helps the students with vocabularies or re-shaping their language intention.

6. Language Teacher

The teachers also use their traditional roles in TBLT implementation, such as “explaining, demonstrating, and eliciting appropriate language form” (Willis and Willis, 2007, p.151).