

CHAPTER II

THE USE OF NATIVE SPEAKER AUDIO TO IMPROVE STUDENTS' LISTENING SKILL

A. The Nature of Listening

1. Definition of Listening

Listening is the language modality that is used most frequently. It has become the foundation of a number of theories of second language acquisition that focus on the beginning levels of second language proficiency. Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). According to Yagang (1993:123) states listening is the ability to identify and understand what others are saying, it is not passive but active process of receiving and constructing a message as one stream of sound. It can be said listening is an active process of paying attention and need fully concentration to get meaning by using listening comprehension and also to hear and to know everything that the speaker said.

Theory is closely related to a clearly defined concept of listening. In 1996 the International Listening Association (ILA) approved the following definition: Listening : the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (Purdy & Borisoff, 1997:6). Listening is therefore not solely a psychological activity, but also a social and relational process in a relational context (Rhodes, 1993:56).

From the experts definition, clearly researcher know listening can be classified into the process of investigate the information. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

2. Listening Aspects

Listening is as active as speaking, and in some ways, it is more difficult. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed. The ability to get the general picture from spoken language is often more difficult than from written language (Harmer, 1983:107). Underwood points out that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear (Underwood 1989: 1). Even though listening maybe seen as a passive process it is not true because we as listeners have to concentrate on the message to be able to decode it. Underwood argues that hearing can be thought of as a passive condition, listening is always an active process (Underwood 1989:2). The teaching of listening should consider some aspects. Helgesen and Brown (2007 : 32-37) propose some principles for teaching listening to beginning learners, they are as follows:

a. Ability to Focus.

The ability to focus is considered one of the most important traits linked to success in life. It's necessary in school, in work and in everyday chores. Executives, blue-collar workers and students all need

to be able to focus. However, sometimes the ability is hindered by outside environmental factors. In this case, ability to focus here is more specifically for Student. In listening they need to be more focuses on the recording, because its can be improving their listening skill.

b. General Understanding.

General understanding is the students measurement ability in understanding the idea of a conversation from a paragraph. In this aspect students need to be able understand the topic as general or in other words to know and comprehend the nature or meaning.

c. Listening for Details.

The purpose of this activity is to highlight the need to listen for details in specific situations (such as passing on messages), and to be able to communicate those details to others. This is an essential listening skill in many work and social situations, for example, taking a phone message or an order, listening for key instructions or safety warnings.

d. Accuracy of Answers.

In this aspect students ability will be measure by using the accuracy of the students answers. As good as they can get right answer, of course its mean all of the information is clearly. And importantly they get the accuracy of the answer.

From some aspects in listening skill, researcher in this research will test ability to focus, general understanding, listening for detail and accuracy of the answer from the aspects in listening skill.

3. Listening process

Author DeVito has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding (DeVito, 2000:17) explain it as follow :

a. Receiving

Receiving is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message.

b. Understanding

In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. For one thing, if a speaker does not enunciate clearly, it may be difficult to tell what the message was—did your friend say, “I think she'll be late for class,” or “my teacher delayed the class”?.

c. Remembering

Remembering begins with listening; if you can't remember something that was said, you might not have been listening effectively. Wolvin and Coakley note that the most common reason for not remembering a message after the fact is because it wasn't really learned

in the first place (Wolvin A and Coakley 1996:47). However, even when you are listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with detail call for highly developed listening skills. Moreover, if something distracts your attention even for a moment, you could miss out on information that explains other new concepts you hear when you begin to listen fully again.

d. Evaluating

The fourth stage in the listening process is evaluating, or judging the value of the message. We might be thinking, “This makes sense” or, conversely, “This is very odd.” Because everyone embodies biases and perspectives learned from widely diverse sets of life experiences, evaluations of the same message can vary widely from one listener to another. Even the most open-minded listeners will have opinions of a speaker, and those opinions will influence how the message is evaluated. People are more likely to evaluate a message positively if the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made.

e. Responding

Responding sometimes referred to as feedback is the fifth and final stage of the listening process. It’s the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback. For example, you are giving positive feedback

to your instructor if at the end of class you stay behind to finish a sentence in your notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.

4. Teaching Listening

Teaching listening is important in language learning. Teacher needs to encourage students' participation by making experience in interesting and motivating activity. Then, the teacher should support the students to practice English as habit in order to make their English listening ability can be used to interact with other in daily life. According to Wallace (1992:98) states teaching listening is something to help a teacher in helping students to acquire the ability to understand the listening material.

In this case, teaching listening is a process in the English classroom in which there are interaction between the teacher and the students. In teaching listening need collaboration among creative teachers, active students, and good strategy or method and the teacher guides the students to get information from the listening term itself. So, the goal of teaching listening is to enable learners to listen english well.

Helgesen and Brown (2007 : 32-37) propose some principles for teaching listening to beginning learners. They are as follows:

1. Be Aware of the Goal of the Task

In giving the task, the appropriate goal must be considered based on students' importance. It means that the listening activity must be suited with the students' level, age, and needed.

2. Use a Variety of Tasks

The various tasks helped the students to face many different types of listening tasks. Expectedly, it gives them much experience, so that they will be familiar with the various tasks.

3. Be Aware of the Differences Between Spoken and Written Language

In the teaching and learning process of English, it is important for educators to distinguish between spoken and written language. The listening activity must really focus on spoken language rather than on written language since listening is the process of interpreting information through auditory rather than visual.

4. Build on Success

The listening activity must be focused on the purpose in building students' success. In this case, the listening process must be centered to the students' achievements.

B. Native Speaker Audio file

1. The Nature of Native speaker audio file

The most importantly in listening skill is an audio from the native's speaker that become a media to improve students listening skill, According to Yagang (1993:79) unclear sounds resulting from poor-quality equipment can interfere with the listeners comprehension. Audio material is a way that substitutes the teacher's speech because teaching listening just using one's own voice would be extremely difficult and monotonous for students.

Audio material contains the native speaker's voice and this is better for a student who is learning English as a foreign language. As Harmer (1983:45) states "In the first place it is not always a very good machine and the tapes are sometimes less than totally clear. People speaking on audio tape cannot be seen, and yet much of what we hear in real life takes place with the speaker being present". The distinction between native and non-native speakers originates from the perception of the colonists who considered colonized people as incompetent speakers and illegitimate offspring of English (Mufwene, 1994:35). It was also believed that a native speaker of one language is someone who born in that language country; learned it during childhood; and speaks it as a first language.

The native speakers were also highly valued by Chomsky (1965:204) who defined them as those who are capable of giving valid judgments on their language and of identifying ill-formed grammatical expressions in

their languages although they may not be able to explain exactly why they are ill-formed. In the same way, Stern (1983:47) argues that an ideal native speaker is a person with subconscious knowledge of rules, creativity of language use, a range of language skills, the ability to take hold of meaning intuitively and to communicate within various social settings, and is able to tell whether a structure produced is acceptable or not.

Most elements are affected on improving listening comprehension as: Audio files. While the other three language skills receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis and without help (Mendelsohn, 1984:78). Audio from native speaker is an excellent resource for getting more familiar with spoken English. It enables you not only to listen again to other speakers, but also to record yourself speaking English.

From some experts above the researcher concluded that the real native speaker is a person who born in a place that the language become their mother tongue. In other words An Audio material from native speaker is an important way that really suggested for teaching listening in a classroom. This media really supported the process of Listening. By using the Audio, teacher will be more helped and more easy to get succesfully. Really suggested for a school have the facility that like a Laboratory for language.

2. The Advantages and the Disadvantages of Native Speaker Audio file

In this part, researcher presented the advantages and the disadvantages based on the expert. This is useful for the researcher, know the advantages and the disadvantages before conduct this research. By using the advantages and the disadvantages researcher will know how to do the research well, it can minimize the disadvantages.

According to the Wardak (2014:124-125) there are some advantages and disadvantages of Native Speakers Audio file. There are:

Table 2.1 The Advantages and the Disadvantages of Native English Speaker

The Advantages of Native Speaker Audio file	The Disadvantages of Native Speaker Audio file
<ul style="list-style-type: none"> a. Adult ESL learners could comprehend standard native speakers' English better than non-standard English". Eisenstein & Berkowitz (1981, cited in Butler, 2007: 3) b. NES are perfect models for imitation". Benke & Medgyes (2005) c. NES are better qualified as language teachers". Phillipson (1992, cited in Buttlar, 2007:732) d. ESL students prefer to be taught by NES teachers".Nemtchinova (2005: 235) e. The students may hear this authentic native speech as frequently as he and his teacher desire. Wilga (1981:41) f. For the first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly. Wilga (1981:41) g. The audio native provides an unchanging and unwearying model 	<ul style="list-style-type: none"> a. NES teachers tend to leave problems unexplained". Benke & Medgyes (2005, cited in Llurda, 2006:207) b. NES teachers are often unable to empathize with students going through the learning process". Barrate & Kontra (2000, cited in Moussu and Llurda, 2008:322) c. Native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not travelled the same route". Seidlhofer (1999:238, cited in Moussu and Llurda, 2008:320) d. Teachers who share a common language with their students are more effective'. McNeill (2005, cited in Braine, 2010:72)

<p>of native speech for the student to imitate. Wilga (1981:41)</p> <p>h. Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation. Wilga (1981:41)</p>	
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Refer to the disadvantages, and to minimize it, researcher tries to make clear explanation and every explanation will have clear conclusion, researcher also need to build the students confidence or students braveness to asking a question if the students get the difficulty.

3. The Procedures of Native Speaker Audio File

In this aspects, teacher have a big responsibility in learning process. At this stage, teacher just make sure that the lesson follow the lesson plan and works mainly as facilitators. The main aim of the teacher is to encourage their student and help them if needed. Underwood (1989:91) declares that listening class can consist of a variety activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language, including :

1. The teacher prepare the material.
2. Teacher explain the material that teacher will use in teaching learning activities.

3. The students read some relevant information or book that have correlation with listening material.
4. The students listen to the audio that teacher have prepared;
5. Student answer the question that teacher have prepared.
6. Students discussing the topic or situation from the listening text;
7. Written exercise to the listening text;
8. Following the set of instructions relevant for the while-listening activity; teacher will give them some feedbacks during the listening activities.

Based on the procedures from the expert before, researcher used it and applied it into the learning process. If there were some points that not effective, the researcher erased and used the other way.

