

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some of the theories that support this study. These theories are related to listening skills, English Listening Lesson Library online, and narrative according to Labov theory.

2.1 Listening Skills

Listening is one aspect of language learning, learners must master listening skills because it is one of the most important skills for effective communication. Listening is a communication process between two people, namely the sender and the receiver. According to Azzahra (2022), listening is the capability to identify and understand a message from a speaker, where the listener has to construct meaning to get the information from the speaker. In addition, listening is the main way to acquire linguistic knowledge, listening provides learners with information that can be used to develop the understanding needed to use language effectively. The listening period is a period of observation and learning that provides the foundation for other language skills (Nation & Newton, 2020). It can be argued that listening is the most crucial element of language acquisition, as it enables learners to comprehend information with greater facility and accuracy.

The development of effective listening skills in English requires a comprehensive approach that involves a multitude of linguistic elements, including vocabulary, grammar, pronunciation, and other language components (Hadijah & Shalawati, 2016). A thorough understanding of word structure can also significantly impact students' listening abilities. For example, learners can become more proficient at identifying the sequence of events conveyed in spoken English by recognizing the verb tense used in the sentence. Another factor that may influence learners' ability in listening activities is their ability to accurately pronounce every word. The communication process is closely linked to the act of pronouncing words, phrases, and sentences (Hadijah & Shalawati, 2016). It is so important for learners to keep building on their basic language skills so that they can enjoy and benefit from all those listening activities.

Listening proficiency is a crucial element in the learning process, as it facilitates the acquisition of insights, information, and communication fluency in the English language. One of the most effective methods of developing listening skills is to engage in regular practice, both within and outside the classroom (Pakpahan & Simbolon, 2019). Lai and Gu (2011), state that out-of-class study supplements in-class exposure and plays a complementary role for formal learning. It can be concluded that not only in-the-classroom but out-of-class learning is also very beneficial for students' learning process.

2.1.1 Listening strategies

Listening strategies that can be used in learning to listen are usually classified into two main categories: cognitive and metacognitive (Goh, 1998).

1. Cognitive strategy, is more constrained to the specific learning task and involves more direct manipulation of the material. Cognitive strategies are associated with students' cognitive abilities in processing teaching and learning materials.
2. Metacognitive strategy, is employed in information processing theory to represent an executive function that encompasses the planning of learning, the monitoring of the learning process in real-time, the assessment of comprehension, and the evaluation of learning outcomes following the conclusion of an activity. In other words, metacognitive strategies pertain to the tactics employed by students in processing and managing learning material.

In addition, Nation and Newton (2020), state that learners can benefit from training in listening strategies. Two types of useful strategies are:

1. Communication strategies: Strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, etc.
2. Learning strategies: Strategies for noticing language forms in the input in their independent listening, for example negotiating (seeking clarification), listening for patterns, and focused listening.

2.1.2 Processes listening

In listening there are several processes Tyagi (2013), such as:

1. Receiving

Receiving involves the attentive perception of a targeted message, which occurs when we eliminate other stimuli to distinguish the statement and prevent the inundation of sensory inputs (Tyagi, 2013).

2. Understanding

This process enhances understanding of perceived symbols, including words, sounds such as applause, and sights. In this case, successful communication between individuals requires the listener's understanding of the intended meaning and the context assumed by the sender (Tyagi, 2013).

3. Remembering

Remembering is an important listening process, at this stage, it means that one is not only receiving and interpreting the message but also adding it to the memory bank of the mind (Tyagi, 2013).

4. Evaluating

At this stage, the reader evaluates the evidence, distinguishes between fact and opinion, and determines whether any bias is present in the communication (Tyagi, 2013).

5. Responding

This stage requires the receiver to provide verbal or non-verbal feedback to complete the process. It serves as the solitary explicit approach through which the sender can assess whether the message has been delivered successfully (Tyagi, 2013).

On the other hand, according to Nation and Newton (2020), there are two processes in listening:

1. Bottom-up processes are those employed by the listener to construct the message from the speech stream, proceeding from the parts to the whole. Bottom-up processing involves the perception and analysis of speech at an increasing level of detail, beginning with the auditory-phonetic, phonemic,

syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive levels.

2. Top-down processes involve the listener in a process of deducing the meaning of a message based on their prior knowledge and understanding of the context of communication. This involves using their existing knowledge to predict the content of the message and then using parts of the message to confirm, correct, or add to this initial understanding. The key process here is inferencing.

It can be concluded that the listening process consists of five stages: receiving, understanding, remembering, evaluating, and responding. Besides that, there are bottom-up and top-down processes in listening, and these processes can be universally applied to English language learners who learn listening skills.

2.2 English Listening Lesson Library Online (ELLLO)

ELLLO refers to English Listening Lesson Library Online (Beuckens, 2004). It is a listening learning service founded in 2004 by a Japanese English teacher, Todd Beucken. ELLLO is a learning medium to practice listening skills. It provides free listening activities for students to learn how to listen (Ningsih et al. 2022). In their study, Palangngan et al. (2016), said that ELLLO affects students' listening skills. In ELLLO students not only focus on listening skills but students can also improve vocabulary skills by taking vocabulary tests, vocabulary tests on the ELLLO web itself are in the form of fill in the blank there is also multiple choice, the provisions and types of questions have been arranged as a whole from the ELLLO web itself, therefore with tests like that it can improve students' vocabulary besides that in the ELLLO students can also improve listening comprehension tests. There is also a full script for each audio, allowing students to practice listening (Al Ikhsan, 2021). The existence of this script helps students improve reading comprehension, listening, and pronunciation. There are many skills gained in one activity on the ELLLO web, according to Al Ikhsan (2021), stated that ELLLO website has two distinct educational objectives: (1) to give students a lot of exposure to understandable material while they are actively listening, and (2) to increase focus and attention by offering visual support with images of the main

speakers and important vocabulary words. It can be concluded that the ELLLO web can also improve vocabulary skills and enhance concentration and interest for students.

ELLLO has over 3000 free audios that students can listen to. It is a free website that can be accessed by everyone, and many features can be used. The audio and video provided by the ELLLO website are grouped into several features. Each feature provides different activities, including views, one-minute English, and mixer (Talía, 2021).

1. Views

Views are the feature of ELLLO comprising more than 1500 dialogues or interviews spanning diverse subject matters and levels. Each audio file is accompanied by a transcript, together with the pronunciation and definition of six vocabulary items used in the audio, along with five multiple-choice questions relating to the audio's content which users can complete and verify the correct answers.

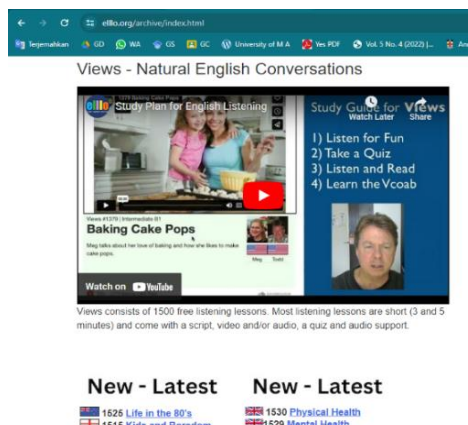


Figure 1. Views feature

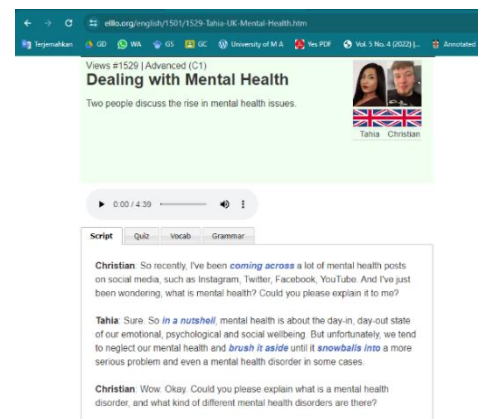


Figure 2. Tasks in views

2. One Minute English

One Minute English is a collection of over 800 listening lessons consisting of brief video monologues presented by an English speaker. These videos, lasting between 00:40 and 01:30, cover a variety of topics at different levels. To enhance understanding, transcripts, and quizzes are available.

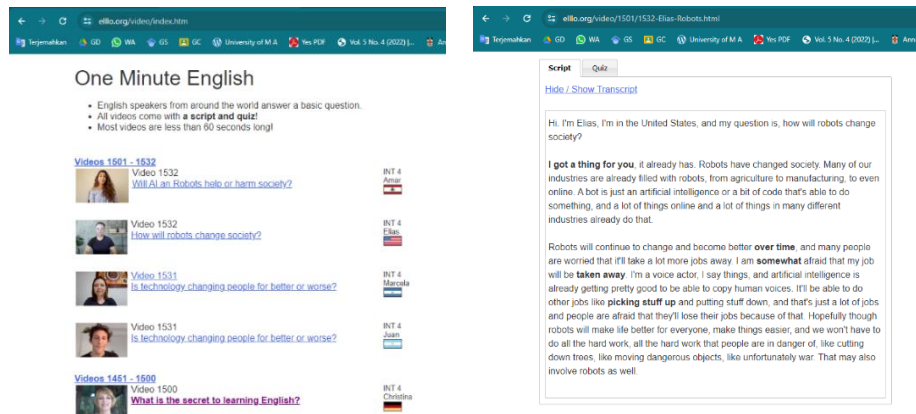


Figure 3. One minute English Figure 4. Tasks in one minute English

3. Mixer

The ELLLO website showcases the Mixer as its next feature. It presents a video and audio of a group discussion featuring six individuals who share their insights on a specific topic. Additionally, it provides a wide range of videos and audio tracks that tackle a variety of subjects of varying difficulty levels.

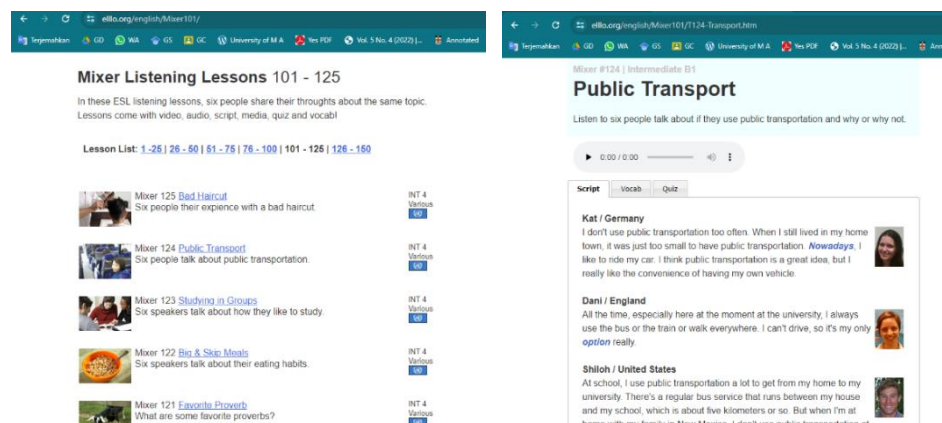


Figure 5. Mixer

Figure 6. Tasks in Mixer

2.3 ELLLO as English Listening Learning Medium

Listening now plays a more central role in language teaching, and speaking is a result of the listening process (Ramli, 2018). In learning a language, listening is a series of early stages of mastering English before other English skills such as speaking, reading, and writing. After listening someone will learn to speak a few words or write a sentence that they hear (Rahayuningsih et al., 2021). The demand for the development of English as an international language led to the emergence of many ways of teaching English, especially in teaching listening. One of them is applying technology in teaching listening (Rahayuningsih et al., 2021). ELLLO as an online platform offering a rich repository of audio materials designed specifically for language learners (Kalsum et al., 2024). According to Risman et al. (2024), the ELLLO website is for self-study which can be used to practice or improve their listening skill and also can be used by teachers for teaching listening in the classroom either as media that provides material or assignments for the students. In learning to listen using media, especially ELLLO several ways can follow (Saragih et al., 2022) namely :

1. Choose the appropriate content

The selection of appropriate content is recommended so that the students are interested and able to listen to a podcast from the beginning till the end. The selection of accents used in podcasts can also be done so that students can put their understanding better, both American accent and British accents.

2. Listen casually

Students who listen to podcast without time limit and without location limit need to make themselves relax when listening. Thus, they can understand what they are listening to. In addition, it is also possible for students to listen the podcast repeatedly to strengthen their understanding in listening to the content in the podcast further.

3. Make notes

When listening to podcast while learning, students can note important things from the speaker. The students can also note the newly listened vocabulary in English, then find out the meaning of the word they did not understand. Thus,

in addition to improving their abilities in listening, podcast can also increase their vocabulary in English.

4. Listen – Speak

When listening to podcast, students record words or sentences spoken by the speaker. To strengthen their understanding, students can imitate what they listen to. This is very effective and influential on students' listening skills and students' speaking skills.

5. Listen repeatedly (consistent)

In studying foreign languages, especially English, students need time and process in mastering it. Thus, to master listening skills, students need to train themselves regularly, one of them by utilizing podcasts.

2.4 Narrative According to Labov Theory

William Labov's theory of narrative analysis is an important framework in sociolinguistics that provides a structured approach to understanding how everyday oral narratives are constructed. Labov was clear in defining narrative as a method of recapitulating experience. This is done by matching verbal sequences of clauses to the sequence of narrative events (Labov, 1972). Developed in the 1970s, this six-part model is designed to analyze narratives of personal experience collected during sociolinguistic interviews (Labov, 1972). Labov's model outlines six key components that are commonly found in oral narratives of personal experience. These components help to organize the story and enhance both its comprehensibility and engagement (Labov, 1972):

1. Abstract: The abstract is a summary of the story that serves to catch the listener's attention. It acts as a preview that signals the narrative content and invites the audience to listen.
2. Orientation: This part provides the background information necessary for understanding the story. It typically includes details about the setting (time and place), the characters involved, and the situational context. Orientation sets the stage for the events to unfold.

3. **Complicating Action:** The complicating action is the core of the narrative, detailing the sequence of events that form the main action or plot of the story. It builds tension and leads to a climax, showing the challenges or conflicts faced by the characters.
4. **Evaluation:** Perhaps the most crucial element of the narrative, the evaluation explains the significance of the events. It reveals why the story is worth telling and helps the listener understand the narrator's perspective and emotional experience. Evaluations can be explicit, with the narrator directly commenting on the meaning, or implicit, woven into the way events are described.
5. **Resolution:** The resolution details how the complicating action was resolved or what the outcome of the events was. It provides closure to the narrative arc, resolving the tensions built up in the complicated action.
6. **Coda:** The coda serves to bring the listener back to the present moment, signaling that the narrative is ending. It often reflects on the story's aftermath or its impact on the narrator's life, helping to contextualize the narrative within the broader experiences of the narrator.

Labov's theory offers valuable insights into the comprehension of narratives presented by others. It explains the structural composition of narratives in a manner that is distinct from other theoretical frameworks.

2.5 Studies of Relevant Research

The researcher found several studies related to the problem discussed in this study. For instance, Al Ikhsan (2021), examines student perceptions of using the ELLLO application in listening classes. This study used descriptive quantitative as a research method and a questionnaire as an instrument to determine student perceptions of the use of ELLLO in listening classes and the results indicate that the application is positively received, as demonstrated by the students' favorable perceptions of its use.

Moreover, Karina and Jaelani (2022), explored the experiences of young learners in using ELLLO as a tool to understand idioms, a key skill in English language education. Adopting a narrative design as their research design and interviews as their research instrument, the study generated results indicating that

ELLLO provided insight and awareness of idioms. Furthermore, ELLLO can facilitate the development of listening skills. The results demonstrate that ELLLO is an effective tool for developing critical listening skills, which can enhance fluency in other competencies, such as speaking. Additionally, ELLLO has the potential to enhance the engagement and enjoyment of listening skills among young learners.

Furthermore, Risman et al. (2024), defined the use of ELLLO web-based applications in teaching listening at MA Al-Ikhlas Ujung Bone. The research design uses case studies and data collected by interviews and observations. The results of this study show that ELLLO Web-Based applications are a valuable medium in teaching listening. Teachers apply these applications effectively and demonstrate good preparation and implementation in teaching listening. After preliminary consideration of the appropriate topic, lesson plan, and student's needs, learning ideas were formed for practical and fun activities in the classroom when using ELLLO in teaching listening. These included materials, audio, video, and quizzes as practice worksheets to help her in the teaching process.

The similarities between these researches and the research to be carried out by the researcher are the use of media technology, especially ELLLO. However, the difference between these studies and the research to be carried out by the researcher is to find out what are the student's experiences in learning listening using ELLLO.