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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Listening

Listening is the skill that we use mostly in everyday life. Listening and hearing are different. Listening is following and understanding the sound, it is hearing with a purpose. Hearing is an accidental and automatic brain response to sound that requires no effort.

Listening is an activity of giving attention in order to get some information of what the speaker are saying. According to Floyed (1985, p.206), listening is a process entailing hearing, attending, understanding, evaluating and responding to spoken message. It is called receptive skill, in which in this activity people decode the meaning of what they listen to. Listening process is an active participation because the listeners have to cope the meaning as much as possible.

Listening is the first communication skill we engage in the moment we are born. It is about how we acquire a language. According to Howat and Dakin (1974, p.174), listening is the ability to identify and understand what others said including understanding speaker accent or pronunciation, grammar, and vocabulary, and grasping the meaning. As the result, listening



is not easy because the listener need to focus to get the meaning from what the speaker says. Besides, listening is a process interaction a speaker and listener constructs the meaning with their prior experience and knowledge. The listeners specifically need to focus and to pay attention on pronunciation, grammatical rules as well as comprehending of what they listen to.

In listening process, the listeners should pay attention to strategies in listening. According to Ho (2006, p.25), listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input. When students know strategies in listening, it will make them easier to catch the meaning of what they listen to.

a. Listening Comprehension

Listening comprehension is one of the most important and fundamental of the four skills in language learning. According to Mee (1999), listening comprehension is the activity in which listeners can understand and catch the ideas what they are listening to. It is the process that analyze sounds, words, clauses, and sentences until getting the messages of the speakers. In addition, it is often seen as a passive activity of listening to the speakers' message.

Based on the statement above, it can be concluded that listening comprehension is the process in which the listener comprehends,

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understand and catches the meaning or idea what the speaker is talking about.

a) Type of Listening

According to Nation and Newton (2009, p.40) listening divide into two types:

1) One-way listening (transactional listening)

This type of listening is associated with the transfer of information. The process of the information is being transmitted like the activity of listening to some teaching materials that given by the teachers.

2) Two-way listening (instructional listening)

This type of listening is associated with keeping the social relation. It means that two-way listening is the activity of listening in everyday life such as when people listen to their interlocutor in order to reply them in conversation.

b) The Strategies of Listening Comprehension

According to Fauzana (2014, p.8), there are some stages in process listening:

1) Top-Down Strategy

In top down strategy, the listeners go into background knowledge of the topic, the situation or context the type of text, and the language (Fauzana, 2014, p.45). This background

knowledge activates a set of expectation that help the listener to interpret what is hear and anticipate what will come next. Top down strategies include listening for the main idea, predicting, drawing inferences, summarizing. According to Harmer (2008, p.87), the background knowledge required in top-down process such as knowing certain things about certain topic and situational contextual meaning, and knowledge schemata. He also defines, top down processing foes from meaning to language.

Top-down process is a point of view that sees listening is a skill that build up from complex skill in which listener use what they know of communication context-situation which cause language be used- to predict what the message will contain. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

2) Bottom-up Process

Bottom up process is texts based, the listener relies on the language in the message, that is combination of sounds, words, and grammar that creates meaning. Bottom up strategy includes listening for specific details, recognizing cognates and recognizing word-order patterns.

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There are several processes in bottom up strategy. According to Fieldin Paul and Nation (2009, p.156) bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, proposional, pragmatic and interpretive. In bottom-up processes the listener relies on the language in the message, that is refers to sound, words, and grammar that creates the meaning.

3) Pre-Listening

Pre-listening can be called before listening strategy listener. The listener should be provided with an opportunity to learn how vocabulary or sentence structures used in the listening material and a chance to active their prior knowledge.

In this strategy, the listeners need to prepare everything to get most out of lectures and seminars, they not only need to sit, listen and think. Pre-Listening can help students to build their prior knowledge. The teacher could get the students ready to listen by doing the following instruction in three steps:

1. Help them by doing following:
 - a. Teach new vocabulary and grammar forms relevant to material

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- b. Translate some words they might not be familiar with or some sentences difficult to understand.
2. Conduct group discussions for the students to remind each other:
 - a. The speaker and the speaker's possible purpose
 - b. Students' purpose for listening to learn specific information; to understand most all of the message
 - c. Students' knowledge/experience with the subject: think about what they already know about the subject.
 3. Predict what they will be hearing:
 - a. The format (how the message is organized and sequence.
 - b. Key words, phrases or sentences they might expect to hear.
 - c. The information or opinion.
 4. While Listening

Listening stage is where the listeners need to pay attention and process the information actively. Use visual clues to help them understand: setting, the interaction, facial expression, and gestures. While the

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students are listening they need to monitor their comprehension by:

- a) Check the accuracy of their prediction
- b) Deny some predictions and form new ones which may soon be denied again
- c) Decide what is not important to understand.

5. Post listening

This strategy might help you to synthesize, interpret and evaluate what you have heard. Post listening embrace all the work related a particular listening text which is done after the listening is completed.

6. Metacognitive Strategy

Metacognitive is being aware of what you know and do not know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you do not know.

b. Factors which influence Listening Comprehension

There are several factors which influence listening comprehension. According to Fauzana (2014, p-24-44), there are some factors that influence in listening process.

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a. Clustering

In clustering, we have to know the classify of the words, famously call part of speech, such as verb, noun, adjective, adverb, etc. For example, improve for 'verb', improvement for 'noun'.

b. Redundancy

Redundancy is repetition of the same idea or item of information within a phrases, clause, or sentence. Redundancy can occur when the expression contains two (or more) identical or synonymous words or subexpressions.

Examples:

The green, green grass of home

I had a blue, blue book.

c. Reduced forms

Reduced forms are the spontaneous pronunciation changes in adjacent words or sounds spoken at a natural speed. Reduced English sounds (lazy speech) or contractions are two examples. These are all characteristics of informal spoken English. These are all characteristic of informal spoken English. The most common contracted forms in English include the auxiliary verb forms of "be", "have", "will", and

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“would”. Some examples of these forms are “I’m student,” “She’s a teacher, “They’re in the school.

d. Performance Variable

Native speakers sometimes speak in daily life with ungrammatical forms. Some of these forms are simple performance slips, for instance, they arrived in a little town that there was no mall anywhere, is something a native speaker could easily self correct.

e. Colloquial Language

Colloquialism is the use of informal words, phrase or even slang. Naturally speakers are bound to add colloquial expressions in their vocabulary.

f. Rate of Delivery

Rate of delivery is the number and length of pauses used by a speaker more crucial to comprehension than sheer speed (Richards in brown). Learners will nevertheless eventually need to be able comprehend language delivered at varying rates of speed and delivered with few pauses.

g. Stress, Rhythm and Intonation

Stress is to highlight words which are the speaker wish to convey. Changing stress can change the meaning of an utterance even where the words remain the same.

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h. Interaction

Conversation is subject to all the rule of interaction such as, negotiation, clarification, attending signals, turn taking, and topic nomination, maintenance, and termination. So the learners have to learn to responds to continue a chain of listening and responding.

There are a lot of factor that can influence listening comprehension of students: clustering, redundancy, reduced forms, performance variable, Colloquial Language, rate of delivery, stress rhythm and intonation, Interaction. Students should pay attentions what kind factor that influence in their listening comprehension.

On the other hand cognitive and affective factor also gives influence in listening comprehension. According to Vandergrift and Goh (2012, p.354) cognitive factors and affective factors is the most important factors in listening. Cognitive and affective factors are divided into:

a. Cognitive factors

- 1) Linguistic knowledge: refers to the knowledge that a student has a language such as vocabulary knowledge and syntactic knowledge(grammatical knowledge)
- 2) Discourse knowledge: sometimes called script knowledge, refers to awareness of the type of information found in listening texts,

and how listeners can use the information to facilitate comprehension.

- 3) Pragmatic knowledge: involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance.
 - 4) Metacognitive knowledge: refers to the learner's knowledge and control of their listening process.
 - 5) Prior knowledge: refers to all knowledge and experience that learners have.
- b. Affective factors
- 1) Anxiety: refers to the learner's perception about their listening ability.
 - 2) Self-efficacy: refers to the learner's beliefs about their ability to successfully participate in learning activities.
 - 3) Motivation

There are a lot of factors that impact listening comprehension. Boyle (1984, p.34) classified the factors that impact listening comprehension in three ways, they are:

- a. Speaker factors: the linguistic ability of the speaker, the quality of the speech signal, the personality of the speaker

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- b. Factors in the oral text: the complexity of the lexis and syntax, the degree of cohesion
- c. Listener factors: intelligence, memory, motivation, background knowledge

The conclusion is to make students successful in listening comprehension there are many factors that affected.

2. The Nature of Speaking

Speaking is an active process. According to Cameron in Wahyudi (2013, p.3), speaking is the active use of language to express meanings so that other people can make sense of them. In speaking, speaker and listener emphasize on the meaning what they saying and understand one another. Speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words.

Speaking is not only how we can produce sounds, but how we can deliver meaning to the listener. According to Kang (2002, p.205), Speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. In speaking, people put ideas into words, talking about perception, feeling and intonation. Speaking becomes essential because it is the skills which people can see directly that the learners of a language are succeed.

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1. The Ability of Speaking

The ability of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning, and also how their communication orally and their skill in spoken language activity directly. According to Hasibuan (2007, p.7), to help students develop communicative efficiency approach that combines language input, structured output, and communicative output. He also said language learners need to organize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct.
- b. Function (transaction and interaction): knowing when clarify of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants)

2. The Functions of Speaking

Speaking is one of the language skills that is very essential to support further oral communication. Speaking has several functions. According Brown and Yule (1983, p.136) states the functions of speaking

are classified into three kinds; talk as interaction, talk as transaction, and talk as performance. Based on the statement the function as follows:

a. Talk as Interaction

Talk as interaction refers to conversation and describes interaction that serves a primarily social function. When people meet the other people they will interaction each other to talk about something. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The central focus is to make listener understands the message clearly and accurately.

c. Talk as Performance

Talk as performance refers to public talk, that is, talk that transmits information before audience, such as classroom presentation, public announcement, and speech. Talk as performance tends to be in the form of monologue rather than dialog, often follows recognizable format, and is closer to written language than conversational language.

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From those explanations, it can be concluded that there are many functions of speaking. Therefore, it is very useful and valuable to master oral skill.

3. Analyzing Speaking

There are five components which are generally recognize in analyzing speaking. According Hughes (2003, p.121), explain those five aspects as follows:

a. Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one need to pronounce and to produce the words uttered clearly and correctly in order to avoid miscommunication.

b. Grammar

The important thing in speaking is the messages that want to be conveyed to the listener. Although people do not focus too much on the grammar of their utterance, it becomes a need that the speakers also have to notice the grammar itself when speak to others. We must be acquainted with certain principles and rules constitute what is collect grammar, it means that without grammar our sentences are not complete yet.

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c. Vocabulary

In speaking, vocabulary is important thing that the speaker should have. Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. If people didn't mastering in vocabulary they will difficult to deliver message to the listener. It means that vocabularies are the way to produce something, the more we know a lot of vocabularies, more we can express what we think about.

d. Fluency

The fluency of someone when speaking might draw that he or she is able to speak well. But, it needs to be noticed that intelligibility of the words pronounced is also important. At the level of someone's fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say.

e. Comprehension

The last element of speaking is comprehension. Comprehension is a key feature in the successful teaching for the intended meaning of written or spoken communication. It means speaking not only about how we can speak well, but also how we can make listener comprehend what speaker talking about.

Based on the explanation above, it can be concluded that the many aspects in component speaking, such as pronunciation, grammar, vocabulary, fluency, comprehension, and each of them is related to each other.

3. The Correlation between Listening Comprehension and Speaking Ability

Listening is the basic foundation of target language acquisition, and there is a strong correlation between audio skills with a different language system. According to Floyed (1985, p.985), listening as a process entailing hearing, attending, to, understanding, evaluating and responding to spoken message. It means that listening is key when direct/semi direct test or speaking performance test cannot be administered for practical reasons, improving many oral-sub-skills. According to Brown (2004, p.231), People can connect any language skills, but it is recommendable to mix those that share the same channel communication, such as Reading-Writing and Listening-Speaking. When people better in listening, they will be better in speaking also, because listening and speaking usually happen simultaneously.

Listening is the language skill used most often and the channel through which students get much of their language input. In addition, students will absorb the structure and the sound of a sentence at once. Moreover, when the students get exposures through listening, they will automatically imitate

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and say what they have heard involving the structures of the language they have heard.

To improve speaking are connective with listening. According Bozorgian (2012, p.2), proposed three reasons showing the essential role listening plays to improve speaking skills. First, spoken language provides a means of interaction for the learner. Because, learner must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Second, authentic spoken language presents a challenge for the learner to attempt to understand the language as native actually use it. Third, listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. There are a lot of aspects that influence to students listening and speaking of the students.

Oral and auditory skills are has correlate each other to people communication each other. Listening is the way of receiving messages from interlocutor and it also the way of comprehending speech. The message that are processed are spoken language which produced by the speaker. That is why listening comprehension correlates to speaking ability.

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B. Relevant research

To avoid the same title in this research, the researcher shows the research which is relevant to this research. Syafi'i (2014, p.102) stated that relevant research is previous research conducted by previous researcher that is relevant or related to a research which a person is conducting. Reviewing the relevant research is intended to avoid the "plagiarism" toward the design and finding of the previous researcher. The following relevant researchers to this research project are.

1. Erickzon D. Astorga-Cabezas (2015)

They conduct a research for education research entitled "The Relationship between listening proficiency and speaking improvement in Higher education: consideration in assessing speaking and listening". The participant of their research is two course and 60 participants, totaling 120 students and 3 teachers only. The Research question in this research are: First, both of speaking and listening were studies separately to discuss and affirm practical and conceptual foundations about the forms in which these skills are developed and performed in the context of the classroom. Secondly, speaking and listening were interviewed to appreciate how these skills work together in the process of second language acquisition and what benefits there may be to integrating them. Data collection techniques in this research are based on interviews and pre- and post-test. Once the interviews were conducted with three English teachers from the institute, the tape recordings were transcribed,

reviewed, and analyzed. During the first stage of interview analysis, the transcribed data are inserted into a matrix that is divided into different categories and subcategories, such as Methodology (class development, motivation and participation, and resources) and assessment (design and testing purpose).

After the institute's English students sat for oral pre- and post-test, an analysis of final pre- and post-test grades was carried out using statistical central tendency and dispersion measurements. For the control group, the *mean* shows negative progress of two points between the pre (before) and post (after) tests. This means that in a group of 60 students, their first grade results were closer to 5.5 than 7.0-the top grade for performance-while their last results were closer to 5.3 than 7.0. For the experimental group, the *mean* shows a positive statistical advance of 9% (4 points of positive progress) between the pre and post test. The value of this percentage indicates significant progress of four points in oral language performance. This means that in a group of 60 students, their first grades were closer to 5.4 than 7.0, while their last results were closer to 5.8 than 7.0. the results is it was possible to notice that aural skill influenced oral skills in the Institute's English students and the criteria that were improved with listening exercises could be divided into three categories: highly influenced, somewhat influenced, and slightly influenced.

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2. Yan Zhang (2009)

They conduct a research for education research entitled: “An Experimental Study of The Effect of Listening on Speaking for College Students”. The study was carried out in Qingdao University of Science and Technology. The participants were all second-year students (n=50) of Computer Science majors who were grouped into two different groups. Group 1 (25 students) are the control class, group 2 (25 students) are the experimental class. The instruments of this research are TSE (test of spoken). The test is composed 12 questions which fall into seventh categories: namely, giving directions, recommending places, describing pictures, describing charts, and graphs, presenting schedule change, performing language function and talking about topics.

This research used SPSS version 11.5 to compute descriptive statistics and perform pearson product-moment correlation which is conducted to investigated the relationship between listening and speaking. The researcher of this thesis made two opposite hypothesis, which needed to be verified by quantitative analysis. In the analysis pre-experiment group 2 mean score (75.20) is a little higher than group 1 (72.52), $t <$ the critical value. In post-experiment the students in group 2(experimental group) got significant higher scores than group 1. From the analysis we can conclude that listening does have some positive effects on improving students oral English.

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3. Hossein Bozorgian(2012)

They conduct a research for education research entitled: “The Relationship between listening and other language skills in International English Language Testing System”. The participants in the study were 701 English for Speakers of Other Language (ESOL) participants, with an age range of 24-37 in the capital of Iran, Tehran, who were planning for either continuing their collage education or beginning their professional careers in an English speaking country in summer 2010.

The instruments of this research is IELTS was the only research instrument used to examine the relationship between listening skill and other language skill- speaking, reading, and writing in EFL. The candidate received scores on a Band from 1 (Non User) to 9 (Expert User). Candidates received a score for each test component-listening, reading, writing, and speaking.

This research used SPSS 18 for windows for the statistical analysis. As part of descriptive data analysis, and ANOVA, post hoc Comparisons, a pairwise Correlation Coefficient and a Scatter plot were used to measure the relationship between listening skill performance and other language skills performance-speaking, reading and writing as well as the overall performance. The result displays the descriptive statistic for each language skill. The lowest attainment is for speaking with a mean of (5.568) and standard deviation (.889). In contrast, reading with the mean (6.987) and standard deviation (.789) shows the highest achievement. Listening entailing

the mean (5.724), standard deviation (.069), the last is reading comprehension which et al, (2009b) found that there is a high correlation between the construct measured by IELTS and that of academic reading in the target space.

Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. According to Syafi'i (2014, p.103), Operational concept is theoretical concepts on all of the variables in a research paper that should be operated practically and operationally.

In this research there are two variables. They are students' listening comprehension as independent variable (variable X), students' speaking ability as dependent variables (variable Y). To operate the investigation on the variable, the researcher worked based on the following indicators:

The indicators of variable X or listening comprehension as independent variables proposed based on the syllabus at the school as followed:

1. Students are able to interpret social function
2. Students are able to identify the contextual meaning
3. Students are able to identify the grammar
4. Students are able to identify the language feature

The indicators of variable Y (speaking ability) based on components speaking and type of assessing speaking according to Hughes(2003, p. 111) are as follows:

1. Students are able to use correct grammar in speaking
2. Students are able to choose vocabulary accurately in expressing oral language
3. Students are able to comprehend what the speaker says in English
4. Students are able to speak fluently
5. Students are able to pronounce English word well

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher has an assumption related to the correlation between students' listening comprehension and their speaking ability. It is assumed that the better the students' listening comprehension, the better their ability in speaking will be.

2. The hypothesis

a. The Null Hypothesis (H_0)

There is no correlation between Students' Listening Comprehension and Their Speaking Ability at the State Senior High School 12 Pekanbaru.

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b. The Alternative Hypothesis (H_a)

There is a significant correlation between Students' Listening Comprehension and Their Speaking Ability at the State Senior High School 12 Pekanbaru.

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