

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

Listening is more than hearing; Understanding spoken language involves process-oriented thinking skills, because listening involves language and thought, the ability to listen effectively evolves as a student's language skills developing and maturing. Rost (in Helgesen, 2007) stated that listening is the mental process of constructing meaning from spoken input. It means, in Listening, the listener not only listen what speaker said, but they have to understood the meaning and also know the information. The listener should have the ability to understand the words or sentences of the speakers.

Richards and Renandya (2002) stated that listening is the vital in the language, because it provides input for the learner. It means that a listener needs prior experience to make best understand when interaction with a speaker does. It is caused it is vital in the language. If a speaker says something and a listener cannot understand, they will be misunderstanding and have difficult to know what the purpose of the speaker's utterance. It is also important for students so that listening have become one of the lessons that are tested in each school. It is learned in a transactional or interactional listening.

According to Wallace, Stariha and Walberg (2004), said “listening skills are essential for learning since they enable students to acquire insights, information and to achieve success in communicating with others”. It means that student should have the ability to listen and interpret the information delivered verbally. Listening skills requires the listeners’ ability to understand, record, and respond to that information.

Listening comprehension is an active process that the listener must know or understand which are the topic, the meaning and information of the talk, etc. According to Helgesen (2003), listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are “creating the meaning” in their own minds.

Richards and Schmidt (2010), listening comprehension is the process of understanding speech in the first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units e.g. phonemes, words and grammatical structures as well as the role of the listener expectations, the situation and context, background knowledge and topic.

Based on the theories above, it can be concluded that listening comprehension is the processes of understanding, recording, interpreting, catching and responding the information from every words or sentences of the talk.

2. The Types of Listening

There are some types of listening that the listener use when communicating with others. Brown (2003) stated that there are some kinds of listening:

- a. Intensive: listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
- b. Responsive: listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
- c. Selective: processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily, but to be able to comprehend designated information in a context of longer stretch of spoken language.
- d. Extensive: listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

It can be concluded that, it is important to the listener to knowing the different types of listening in order to have a good communication with other people.

3. The Process of Listening

The process of listening are classified into two subsuming cognitive processes, they are:

a. Bottom-up Processing

Brown (2006), bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. According to Field in Nation and Jonathan (2009), these are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down Processing

Richards (2008), top-down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships

between them. Nation and Newton (2009) also stated that top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inference.

Based on the theories above, to understand well the meaning of listening, the listener should use the bottom-up and top-down processes simultaneously.

4. Learning Listening

Learning listening is an important part of language learning. The learners should practice listening English to improve their listening comprehension. Rost (2011), in psychological terms, learning can be defined most simply as the durable modification of a concept in memory due to an experience. The degree of learning is reflected initially in the way the listener represents what he or she now knows, what new knowledge is being constructed during the event. Degree of learning is then reflected in the impact of that new knowledge on the listener's subsequent attitudes, beliefs and actions. Recent research consistently suggests that we have two types of memory systems involved in learning, and that most learning is a hybrid process involving both systems.

a. Associative processing

Associative processing draws on associations that are structured by similarity and contiguity in memory – they share some of the same neural connections. Increased experience with these memories leads to long-term learning, so that these associations occur automatically. Associative learning generally occurs without awareness of the steps of processing.

b. Rule-based processing

Rule-based processing draws on symbolically represented rules that are structured by language and logic. With rule-based processing, new information can be learned in just one or a few experiences. Rule-based learning generally occurs with conscious awareness of steps of processing.

In a cognitivist framework learning requires four elements:

- a. Units of learning: words or concepts or configurations of concepts that are represented in long-term memory.
- b. Activation values for these units: the cognitive importance attached to a unit by the learner, and the recency of its prior activation in working memory. Importance (or salience) and recency will increase the likelihood of these new units being retained.
- c. Connection weighting: the links of a unit to other units in memory, and the strength of connection. The strength of the links of the new unit (concept or configuration, etc.) to prior experience, and to the listener's

own interests, views and needs, will predict strongly a likelihood of the new learning becoming permanent.

- d. Learning rules: the ways (both innate and acquired) that the connections can be augmented or changed, or unlearned.
- e. Emotional and motivational weighting: conceiving of representations as reconstructed (rather than 'searched for' or 'retrieved') allows us to understand that all aspects of the person's state (e.g., mood, goals, physical location) will influence the exact details of what is the reconstructed. In other words, reconstructions will differ for the same person across time and contexts.

5. Technique of Learning Listening

Listening is very complex in language learning, the learners need some strategies to improve their listening comprehension. Rost (2011), listening strategies that are associated with successful learning can be demonstrated and modeled for less successful learners. Over time, less successful learners can consciously adopt these strategies, and due to the change in learning style, make significant gains in their listening comprehension skills and intrinsic motivation toward listening. Language learning strategies and language use strategies can be further differentiated according to whether they are primarily cognitive, metacognitive, affective, or social.

Buck (2001) in Richards (2008) identified two kinds of strategies in listening:

- a. Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval:
 - 1) Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.
 - 2) Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.
 - 3) Using and retrieval processes: Associated with accessing memory, to be readied for output.
- b. Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies:
 - 1) Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.
 - 2) Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task.
 - 3) Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity.
 - 4) Self-testing: Testing oneself to determine the effectiveness of one's own language use.

Vandergrift (in Rost, 2011), defined that integration of learning strategies helps students listen more efficiently, and become more autonomous learners who can acquire language on their own. The introduction of listening strategies needs to be done explicitly, with opportunities for students to identify and explore various strategies and evaluate their effectiveness throughout a language course.

Based on the statements above, it can be concluded that strategies is important to learners in learning listening. Every learner should have their own strategies in learning listening. The strategies in learning listening not only help the learners' improve their listening comprehension but also make them easy in learning.

6. Teaching Listening

Listening is one of language skills that important to be taught in classroom. There are three part sequence in teaching listening, it can be seen as follows:

a. Pre-listening

Brown (2006) suggested that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge. The pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary.

Field (2009) stated that the pre-listening consists of three parts:

1) Pre-teaching vocabulary

There are a number of reasons for not pre-teaching all the unknown vocabulary in a recording. It takes time – time, which is much better, spent listening. Very importantly, it also leaves students unprepared for what happens in a real-life listening encounter where, inevitably, there will be words, which they do not know and have to work out for themselves. A third consideration is the effect upon the listening process. By pre-teaching all the new words in a recording, regardless of their importance, the teacher encourages the learner to listen out for those words.

2) Establishing context

As already noted, it is important to compensate for the limitations of using an audio cassette by giving students a general idea of what they are going to hear. In a real-life situation, they would usually be aware of who the speakers were, where they were and so on. It is only fair to provide some of this information before the listening exercise.

3) Creating motivation

This important goal of pre-listening, and one is sometimes neglected. We need to give listeners a purpose for listening. The quality and depth of listening is also enormously enhanced when the listener has the right mental set – in other words, when she has

given some forethought to what the listening passage is likely to contain.

b. While Listening

Richards (2008), the while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc. While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. While, Field (2009) stated that the while listening consists of two parts:

1) Pre-set questions

If questions are not asked until after the recording has been heard, learners listen in a much-untargeted way. They are unclear about where to direct their attention; and their ability to answer depends upon which parts of the recording they happen to have paid special heed too.

2) Checking answers

The teacher allows learners time to write up their answers, and then checks them with the class as a whole. This is sometimes a difficult phase of the listening lesson. Learners may be slow to respond – partly because they need to switch psychologically from the receptive role of listener to the active one of class participant but often because of a lack of confidence in their replies. Some learners' attribute their insecurity to the fact that they do not (as in reading) have the text before them in order to double-check before

they commit themselves to an answer. One way of overcoming reluctance is for learners to compare answers in pairs before submitting them to the whole class.

c. Post-Listening

Richards (2008), the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections those students can not follow. This may involve a microanalysis of sections of the text to enable students to recognize such features as blends, reduced words, ellipsis, and other features of spoken discourse that they were unable to process or recognize.

According to Field (2009), the post-listening consists of four parts:

1) Functional language

The practice of replaying a listening passage in order to reinforce recently taught grammar has been abandoned, along with other structuralize notions. However, many of the dialogues, which feature in published listening materials, represent common types of human interaction.

2) Inferring vocabulary

If only minimal vocabulary is pre-taught, listeners have to learn to cope with unknown words in the passage. Here, they are gaining experience of exactly the kind of process that occurs in

areal-life encounter, where there is no teacher or dictionary on hand to explain every word in an utterance.

3) Paused play

Paused play has generally been dropped. It was often used as a way of practicing intonation patterns – and was thus part of the unsatisfactory mixing of language and listening goals, which has already been commented on.

4) Final play

There is sometimes a final play during which, for the first time, the students are given a transcript of the listening passage. This is a valuable activity, since it allows learners, on an individual basis, to clarify sections of the recording, which they have not so far succeeded in decoding. It may also enable them to notice, for example, the presence of short weak-quality function words, which they would otherwise have overlooked.

Based on the theories above, clear that the teacher has such an important role in teaching English in order to help students improve their listening comprehension.

7. Technique of Teaching Listening

Listening is one of important skill that should be mastered by students in learning English. As a facilitator, the teacher asks for some techniques in teaching Listening activities. According to Nor (2014), there

are six techniques in teaching listening English teacher applied. They were:

- a. Information Transfer: to apply this technique, the English teacher used six pictures as a media.
- b. Paraphrasing and Translating: this technique included in post listening activities where students rewrite the listening texts in different words using their own words. Then teacher asked students to read their writing and checked whether was suitable or not to the dialogue they had listened.
- c. Answering Questions: this technique included in post listening activities where students answer five questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer.
- d. Summarize: this technique included in post listening activities where students were given several possible summary sentences and asked to say which of them fit a recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette.
- e. Filling in Blanks: this technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.
- f. Answering to Show Comprehension of Messages: this technique included in post listening activities where teacher asked the students to

give tick or cross to indicate which was the correct answer from the four choices (A, B, C, D) for the questions about monologues they had listened from the cassette. 10 questions should be answered by the students.

Based on the theory above, it means that, it is necessary to the teacher to use some techniques in teaching listening to make the learning listening activities in classroom are not monotonous and help students improve their listening comprehension.

8. Characteristics of Good Listening

The students can be said that they were good in listening if they were active in learning listening process. According to Ceccio and Ceccio (in Antai-Otong, 2007), the characteristics of good listening can be seen as below:

- a. Make eye contact.
- b. Give full attention, both mentally and physically (make a conscious effort to screen or filter distractions: listening from the heart).
- c. Reduce barriers.
- d. Avoid interruptions.
- e. Respond to the content and emotional (feeling) component of the message.
- f. Listen for ideas or themes.
- g. Convey evidence of listening (e.g. paraphrasing, restating what is said, or playing back the message).

- h. Respond to the content and emotional aspect of the client's verbal and nonverbal message.

9. Nature of Descriptive text

According to Rost (2011), descriptive is oral descriptions of people, places, and things tend not to follow a fixed pattern, but often exhibit - somewhere in the text - characteristics of prototypical descriptions: features that are specific or peculiar or otherwise memorable, features that evoke a feeling or strong impression in the speaker, features that lead to a story or anecdote about the object or place or person being described, features that provide a link to other topics shared by the speaker and listener. Pardiyono (2006) says that descriptive text is about description of something or someone that consist of characteristics.

Seyler (2004) stated that descriptive text has some characteristic as follow: generic structure consists of identification and description, focus a specific participant, and use attributive and identifying processes, frequent use of epithets and classifiers in nominal group use of simple present tense. According to Purwati and Marta (2005), generic structure of descriptive text has two parts: the identification and description.

a. Identification

The identification identifies the phenomenon to be described.

b. Description

The description describes parts, qualities, and characteristics of the

person, place or thing to be described. Therefore descriptive text has identification and description as generic structure.

In conclusion, based on the theories above, descriptive is kind of text which describes a particular person, place, things. The purpose of descriptive text is to describe something, someone or a place.

10. The Assessment of Listening Comprehension

In the area of listening, assessment is particularly important because receiving adequate feedback is essential for increasing the learners' confidence and for designing instruction that addresses learners' apparent weaknesses – or the weaknesses in the curriculum. Rost (2011) stated that assessment is an integral part of language teaching for three central reasons. First of all, assessment gives teachers appropriate starting and continuation points for planning instruction. Secondly, assessment provides an explicit means of feedback on learner performance and assists in goal setting for learners. Thirdly, assessment forms part of program evaluation, keeping the curriculum and teacher development on track.

There are some components of listening comprehension from some experts. These tasks are useful for students in comprehending the listening material. According to Brown (2006), we can help students listen more effectively if we spend some time teaching them about purposes for listening. One way to do that is to use a simple dialogue. The purposes of the listening are listening for main ideas, listening for details and listening

and making inferences helps students develop a sense of why they listen and which skill to use to listen better.

Lindsay and Knight (2006) stated there are four different purposes when people listen, the purpose can be very different depending on the situation, there are:

- a. Listening for specific details.
- b. Listening for main idea.
- c. Listening for general idea (gist).
- d. Listening for general meaning.

Harmer (2001) divided listening into six different types:

- a. Identifying topics: good listeners are able to pick up the topic of a spoken text very quickly.
- b. Predicting and guessing: listeners sometimes guess in order to try and understand what is being talked about, especially they have identified the topic.
- c. Listening for general understanding: listening is such “general” comprehension means not stopping for every word, not analyzing everything that the speaker includes in the text.
- d. Listening for specific information: we frequently go to spoken text because we want specific detail. We almost ignore all the information until we come to the specific item we looking for.
- e. Listening for detailed information: sometimes we listen in order to understand everything in detail. We listen in a concentrated way to everything that is said.

- f. Interpreting text: the listeners are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the speaker is implying or suggesting.

Vandergrift and Goh (2012) states that there are six keys of listening comprehension skills. The term ‘enabling skills’ is sometimes used to refer to these skills which will be explained as follows:

- a. Listen for Details

Understand and identify specific information in a text: for example, key words, numbers, and names.

- b. Listen for Global Understanding

Understand the general idea in a text: for example, the theme, the topic, and the overall view of the speaker.

- c. Listen for Main Ideas

Understand the key points or propositions in a text: for example, points in support of an argument, or parts of an explanation.

- d. Listen and Infer

Demonstrate understanding by filling in information that is omitted, unclear, or ambiguous, and make connections with prior knowledge by “listening between the lines”: for example, using visual clues to gauge the speaker’s feelings.

- e. Listen and Predict

Anticipate what the speaker is going to say before and during listening: for example, use knowledge of the context of an interaction

to draw a conclusion about the speaker's intention before he/she expresses it.

f. Listen Selectively

Pay attention to particular parts of a message and skim over or ignore other parts in order to achieve a specific listening goal or, for example, when experiencing informational overload, listen for a part of the text to get the specific information that is needed.

In addition, King and Stanley (1989) said that there are listening comprehension questions that are asked to listener, such as:

a. Topic/ main idea

Topic is the gist of a passage, the central thought, the chief topic of a passage expressed or implied in a word or phrase, the topic sentence of a paragraph, a statement in sentence form, which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference.

b. Detail

Detail question asked the listener about specific pieces of information that are stated in a passage.

c. Inference

Inference is called as some things are not stated but they can be understood through details which are stated or through general knowledge. Inference is an interpretation or a conclusion based on the information that we hear.

d. Restatement/ conclusion

Restatement is the way to say something in different way but still has the same meaning. Then, conclusion is the final result from one text or sentence that describes the text.

In this research, the researcher chooses four indicators of the test According to Lindsay and Knight (2006). Listening comprehension questions that are asked to the listener in listening comprehension, there were: listening for general idea (gist), listening for main idea, listening for specific details, Listening for general meaning.

11. Factors Affecting Listening Comprehension

Failure in listening comprehension for students it is certainly affecting by many factors. Underwood (1989) in Osada (2004) stated some causes of obstacles to efficient listening comprehension, they are: listeners cannot always have words repeated, listeners have a limited vocabulary, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, listeners may lack contextual knowledge, listeners can be difficult for listeners to concentrate in a foreign language because it is difficult to get the point, and students may have established certain learning habits such as a wish to understand every word. Boyle (in Yildiz and Albay, 2015), stated that the pronunciation, accent of the speaker and delivery speed of the speaker is a major factor in listening comprehension.

According to Hamouda (2013), there are various kinds of affecting factors in listening comprehension such as:

- a. Limited English vocabulary
- b. Length of a spoken text
- c. Unfamiliar topics,
- d. Difficult to understand every word in the text
- e. Losing focus when getting an expected answer,
- f. Losing focus caused by listening and answer question at the same time,
- g. Losing focus caused by new word, losing focus if the recording is in a poor quality.
- h. Inability in getting a general understanding of the text,
- i. Inability recognizing the words they knew.
- j. Difficult when listening English without transcript.
- k. Trouble remembering the words or phrase which just listened.
- l. Words which are not pronounced clearly.
- m. The speaker variety of accents.
- n. The speaker speed of delivery.

Buck (2001) identified numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics and unfamiliar accents. In this research, the questionnaire about factors affecting listening comprehension was designed according to Hamouda (2013).

B. Relevant Research

Relevant research needs some previous research results conducted by other researcher in which they are relevant to our research. Besides, the researcher analyzed what the point is focused on, informed the design, finding and conclusion of the previous research:

First, Oni Ramdani (2015) conducted a research entitled “A Study on the Ability of the Third Year Students of SMAN 10 Pekanbaru in listening Comprehension of Short Taped Conversation”. The researcher focused on Descriptive Research which used one variable. The formulation of the problem was how good is the ability of the Third Year Students of SMAN 10 Pekanbaru in understanding short taped conversation. In his research, he used simple random sampling and got 37 students as a sample. The finding of his research was students’ listening comprehension at SMA N 10 Pekanbaru categorized into mediocre level. This research was relevant to the researcher research, because this research was descriptive research and investigating about students’ listening comprehension. But, this research discussed about listening comprehension in short taped conversation.

Second, R. Sri Ayu Indrapuri (2013) conducted a research entitled “A Study on the Ability of the Eighth Year Students of SMP N 9 Pekanbaru in Listening to Descriptive Text”. The researcher focused on Descriptive Research which used one variable. The formulation of the problem was how good is the ability of the eighth year students of SMP N 9 Pekanbaru in listening to descriptive text. In her research, she used purposive sampling technique. The sample was the eighth year students, particularly VIII.2 and

VIII.7 that consisted of 69 students. The finding of her research was the ability of the eighth year students in listening to descriptive text was poor to average level. This research was relevant to the researcher research. This research was also descriptive research. But, this research discussed about listening to descriptive text.

In conclusion, these researches were relevant to the research. It was because these researches were about descriptive research and investigating about students' listening comprehension. But, the first research discussed about listening comprehension in short taped conversation, and the second research discussed about listening to descriptive text.

C. Operational Concept

According to Syafi'i (2013), operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. It means that operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept used to clarify the theories use in the research. This research was a descriptive research that focuses on students' listening comprehension in descriptive text at State Senior High School 6 Kundur. Therefore, there was one variable in this research where it was listening comprehension. The indicators of listening comprehension according to Lindsay and Knight (2006) can be seen as follows:

1. Students are able to identify general topic of descriptive text.

2. Students are able to identify main idea of descriptive text.
3. Students are able to identify specific information of descriptive text.
4. Students are able to identify general picture of descriptive text.

The indicators of factors affecting students' listening comprehension according to Hamouda (2013) can be seen as follows:

1. Students are deal with limited English vocabulary.
2. Students are deal with a long spoken text.
3. Students are deal with unfamiliar topics.
4. Students are deal with understand every word in the text.
5. Students are deal with losing focus when getting an expected answer.
6. Students are deal with losing focus caused by listening and answer question at the same time.
7. Students are deal with losing focus caused by new word.
8. Students are deal with losing focus if the recording is in a poor quality.
9. Students are deal with general understanding of the text.
10. Students are deal with recognizing the words they knew.
11. Students are deal with listening to English without transcript.
12. Students are deal with remembering the words or phrase which just listened.
13. Students are deal with words which are not pronounced clearly.
14. Students are deal with the speaker variety of accents.
15. Students are deal with the speaker speed of delivery.
16. Students are deal with the unrepeated recording material.