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CHAPTER II

REVIEWING AND RELATED LITERATURE

This chapter covers several theories employed in the research. It aims to gain clear understanding of the principles of listening comprehension and pronunciation. It also explains the related studies and conceptual framework.

A. The theoretical framework

1. The Nature of Listening

Listening is one of four language learning skill that students need to improve more than another skill. Among the four basic skills, listening plays a vital role in the acquisition of English. Like Vandergrift, (1999); Shahrokhi, (2015: 232) in his research has shown that in daily life, forty to fifty percent of people's communication time is spent on listening. It can be a reason for English language learner to have more attention for this skill.

Various definitions of listening have been given by many theorists. Listening is an essential aspect of communicative competence and the most frequently used language skill (Richards, 2008). A large proportion of second and foreign language research findings indicated that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life. As Mendelson, (1994); Gilakjani, (2011) said that Listening plays an important role in communication as it is said that, of the total time spent on communicating,



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listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. The percentage shows that listening more dominant than another skill in communicating areas.

The definition of listening, as Underwood (1989:1) said that, listening is the activity of paying attention to and trying to get meaning from something listener hear. The statement show that listening is the important part to success in learning language especially English. Because in verbal communication, people not only need to understand what the speaker's says but also the speaker's utterances to make good communication each other.

Most of English foreign learners are frustrated in listening class, because they tend to have difficulties decoding sounds that do not exist in their mother tongue and they cannot control the speed of speech that speaker said. As Vandergrift (1999: 168) states that listening is a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. It means that, to listen well, listener must have ability to decode the messages, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways (Pourhousein, 2011: 278).

Thus, the teaching of listening is crucial to enable students to understand what people saying to them in English, either face to face, on

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Radio, news broadcasts, phone conversation, on Television, recorded media, and any else media. It is clearly stated in curriculum that students have to be understand in short functional text and monolog in narrative, descriptive items in simple context in daily activity. So, the students should have the capability of listening skill to make them good in listen and understand what people saying in English in others media.

Teachers who teach listening in the classroom should think about how students can learn listening skill in English like in real life. Listen actively providing in different accents, useful and different topics, as well as situations that student can use in real world. Listening material in a number of different genres, that is style or type of text can help students to up great their skill in listening and what the students listen authentic or not. Authentic speech is speech not spoken just for language learners. In other words, it is language spoken for native or competent speakers of English, with no concessions made for the learner (Harmer 2009:134).The important idea for teaching listening is that listening course must make use of students' prior knowledge in order to improve listening comprehension. Krashen, (1982); Rost, (2001); claimed that comprehension is necessary in order for input to become 'intake', i.e. language data that is assimilated and used to promote further development.

2. Listening Comprehension

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction meaning. In order to understand the nature of listening processes, we need to consider some of characteristic of spoken discourse and the special

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problems it poses for listeners. Like (Rost: 2002) claim that Listeners understand the oral input from sound discriminations, prior knowledge of vocabulary, grammatical structure, stress and intonation, as well as other use linguistic, paralinguistic or even non linguistic clues in contextual utterance.

Listening is significant in learning language because it provides input for learners and it plays an important role in the development of learner language (Rost: 1994). So, if learners want to have a good in speaking, they must be understand the spoken language that they listen. Then, if learners want to communicate with native speaker, they need to understand about the real situations to comprehend the main point what the native speaker tell.

As Chastain (1988), Ahmad SM (2016); listening comprehension divided into four components:

1. The ability to differentiate all sound, intonations patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language.
2. The understanding of the whole message uttered by a speaker.
3. The ability to hold that message in one's auditory memory until it can be processed.
4. To sample the important meaning carrying components of the material.

According to Vandergrift (1999), the development of strategy is significant for the training of listening and learners can guide and assess

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their own understanding and answer. Several researcher such as O'Malley and Chamot (1989), Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) express that the effective listening comprehension strategies categorize into two groups, they are: Cognitive and Metacognitive and Sosio-Affectif. These strategy can change based on the level of learners.

a. Cognitive strategy

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge. Cognitive strategy are related to understanding and gathering input in short term memory or long term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding.

Yaoko Matsuoka (2009) cited from Richards (2003) that in the history of listening, in the 1970s, listening was a capability among separate skills, and then, in the 80s and 90s, this idea changed to comprehension models in the field of cognitive psychology. Afterward, the difference between bottom up processing and top down processing was distinguished, and subsequently listening was considered as an explanatory process. Moreover, it was defined as the capability of understanding the spoken form of language that is used by native speakers.

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b. Metacognitive Strategy

According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitiveplanned strategies, listeners clear the aims of listening task and apply specific feature of the aural language input that make easy the understanding of aural input. According to Henner Stanchina (1987), metacognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can permanently explain and what they hear through.

1. Utilizing their prior knowledge and predictions to create theories on the text
2. Connecting new information with their continuing predictions
3. Making deductions to fill comprehension breaks
4. Assessing their predictions
5. Improving their theories.
6. Socio-Affective strategy

Vandergrift (2003) defined Socio-Affective strategies as the technique listeners employ to collaborate with other, to verify understanding, or to lower anxiety. According to Gardner and MacIntyre (1992,1993), the affective strategies used to control learning experiences are very important because the learning context and learners' social psychological factors are directly related.



3. The nature of Pronunciation

In communication aspect, English is very important in globalization era. Although English is a compulsory subject at school, many students difficult in learning English. Learning English as foreign language, students deal with four skills in which each skill relates to each other, especially speaking skill. There are several components in speaking that students need to have. One of them is Pronunciation. Pronunciation is the way of language to be spoken. In this component, students will be learning about how to pronounce the words correctly and clearly. To produce the words, we need to put the organ of speech in the right position. So, we can pronounce the words correctly, clearly, and can be understood by the audience.

Many definitions can be found about Pronunciation. One of that as Burns (2003:5) state that, pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener. It means that the production of certain sounds in a good way will give a true interpretation by listener in order to reach the communication.

Spoken communication is grounded on the communicability not only determined by correct grammar and profuse vocabulary but also on the correct interplay between segmental and supra segmental features making up pronunciation. As Burns concedes, despite minor inaccuracies in vocabulary and grammar, learners are more likely to communicate effectively when they have good pronunciation and intonation.



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Teaching Pronunciation is the most complicated but significant aspects of ESL/EFL teaching. In the process of communication, pronunciation has great importance because successful communication takes place only with correct pronunciation. Bad pronunciation of English will make people misunderstand the speaker easily, whereas, good pronunciation will encourage them to listen the speaker willingly. Nunan (1991) in has mentioned that teaching of pronunciation is dealt from different point of view because influence of first language seems prominent in case of pronunciation and only gifted learners can attain the mastery over pronunciation, though they start learning language after puberty. For example, many students from java who understand and use English in communicating but still with Javanese accent.

There are six principal factors pronunciation learning by Kenworthy J. (1987). These are as by follows:

- a) **The native language.** Native Language is important factor in learning to pronounce. English; this clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person origin identifiable by untrained as well as trained people.
- b) **The age factor.** Kenworthy J assumed that if someone pronounces a second language like a native. They probably started learning it as a child. Many other studies support the hypothesis that age determines the accuracy of a learner's pronunciation.

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- c) **Amount of exposure.** It is tempting to view this simple as a matter of whether the learner is living in an English- speaking country or not.
- d) **Phonetic ability.** It is common view that some people have a “better ear” for foreign language than other. Generally referred to as “phonetic coding ability” or auditory discrimination ability.
- e) **Attitude and identity.** It has been claimed that factors such as a person sense of identity and feeling of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
- f) **Motivation and concern for good pronunciation.** This factor is probably related to personality. Which are some students focus how to communicating effectively by making mistakes. Another students concern about correctness.

Kenworthy J concludes that there are several factors which may affect pronunciation. The factors are which a teacher can influence learners. They are:

- 1) To persuade learners that good pronunciation can greatly facilitate comprehension.
- 2) The stress by teacher about intelligibility and communicative effectively to the students.
- 3) Demonstrate ongoing concern for the learners’ progress in developing intelligible and acceptable pronunciation.

These three points are important aspect of the teacher’s role. The third point is the most important than other. If a teacher demonstrates

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concern in pronunciation in speaking skill, it will make a good chance to the learners instilling a similar concern in the learner them self.

1. The correlation between listening comprehension and pronunciation

Harmer (2009:133) clime that Listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. It means that the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on effectiveness of the way we listen.

Gilbert (2008:35) believed that, the skills of listening comprehension and pronunciations are linked together. If they cannot hear English well, they are cut off from the language. If they cannot be understood easily, they are cit off from conversation with other speakers. As Bennett (2007) in cited from Motallebi S, Pourgharib B (2013) that mentioned the key to develop students' pronunciation is listening, but listening in a context that is both comprehensible to the learners and relates to their lives beyond the classroom. Learners should be exposed to various voices and through different style of delivery.

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B. Relevant Research

To avoid the same title used in the research, the writer analyzes two relevant researches, which are done by two previous students of English Education of Islamic University of Sultan Syarif Kasim Riau, they are:

- a) Rosmita entitle The Correlation Between Listening Ability And Their Speaking Performance At The Second Year Of Madrasah Aliyah Masmur Pekanbaru. The writer took the sample about 20 students by using simple total sampling. In analyzing the data, the writer used formula:

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

In which “r” indicated the level of 0.829 . It was greater than the “r” table at significant level 5% (0.444) and at significant level 1% (0.561). In conclusion, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected, shown with $0.444 < 0.829 > 0.561$

She founds that there is significant correlation between listening Ability and students speaking performance.

- b) Neneng Guspita Sari entitled The Correlation Between Students’ Reading Aloud Activity And Their Ability In Pronunciation Accuracy At Madrasah Tsanawiyah Bahrul Ulum Al Islami Kampar Regency. The target population of this research is the first year student of Mts Bahrul Ulum Al

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Islamy Kampar Regency. The total number of population is 120 students consisting of four classes. The writer took the sample about 30 students by using simple random sampling. In analyzing the data, the writer used SPSS 16.0, especially for nonparametric correlation, it is used because the data consist of ordinal and interval. She found that there is a significant correlation between reading aloud activity and ability in pronounciaton accuracy at the first year students of MTs Bahrul Ulum Al Islamy Kampar Regency. It is shown by statistical analysis r_{xy} (0.613) is higher than " Rho" table whether in the level of 5% or 1% ($0.377 < 0.613 > 0.496$). It can be concluded that the alternative hypothesis (H_a) is accepted and (H_o) is rejected.

C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. In this research, there are two variables, they are X refer to students' listening comprehension and Y refer to students Pronunciation.

a) Listening Comprehension (X Variable)

Richards in Buck in Tarigan I.U (2014) classified the indicators of conversational listening into several categories. They are:

1. Ability to retain chunks of language of different lengths for short periods.

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2. Ability to discriminate between the distinctive sounds of the target language.
 3. Ability to recognize the stress patterns of words.
 4. Ability to recognize the rhythmic structure of English.
 5. Ability to recognize the function of stress and intonation to signal the information structure utterance.
 6. Ability to distinguish word boundaries.
 7. Ability to recognize vocabulary used in core conversational topics.
 8. Ability to recognize the communicative functions of utterances, according to situations, participants, goals.
 9. Ability to predict outcomes from events described.
 10. Ability to deduce causes and effects from events.
- b) Pronunciation (Y variable)
1. The students are able to read a sentence correctly based on a good intonation.
 2. The students are able to pronounce the word by using correct pause and stress.
 3. The students are able to pronounce “es” and ed ending of the words.
 4. The students are able to differentiate the consonants of “c”, “d”, “f”, “h”, “t”, “w”, “y.”
 5. The students are able to revise the mispronunciation in minimal pairs of the word such as “sit”, and “seat.”

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From the explanation above, it can be concluded that in pronounced the words phrase and sentences we have to paying attention to the indicators above.

D. The Assumption

Before formulating the Hypothesis as response to the problem, the researcher would like to present assumption as follows:

- 1) The students have different sensitivity levels to listen a sound;
- 2) Students have good listening that have good pronunciation in English;
- 3) There is a significant correlation between students' listening comprehension and their pronunciation.

E. The Hypothesis

Based on the assumptions above, the researcher makes some hypothesis as follows:

- 1) H_a

There is significant correlation between students' listening skill and their pronunciation at Islamic Senior High School Imam Asy Syafii.

- 2) H_0

There is no significant correlation between students' listening comprehension and their pronunciation at Islamic Senior High School Imam Asy Syafii.