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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening

Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings¹.

Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously².

Listening includes "active listening" Which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker.³

There are two views of listening have dominated language pedagogy⁴. These are the bottom-up processing view and the top down

¹ Purdy (1997), in A Study of Factors Affecting EFL Learners' English Listening Comprehension and the strategies for improvement (Finland: Academic Publisher Manufacture. 2011) pp.978

² Howatt and Dakin, Language laboratory materials (Ed. JPP Allen 1974)pp. 2

³ Thomlison, from journal Robin Wills: University of Tasmania, Australia "An Investigation of Factors Influencing English Listening Comprehension and Possible Measure for Improvement" (University of Tasmania, Australia, 2004)

⁴ Nunan, David, *Language Teaching Methodology*.(New York: Prentice hall, 1990) pp. 200

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interpretation view. The bottom up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (or phonemes) to complex texts.

The alternative, top-down view, suggest that the listener actively constructs the original meaning of the speaker using incoming sounds a clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears.

To be a good listener, people have to completely bottom-up and top down strategies in reconstructing message. Bottom-up depicted whereby listeners are required to read such a topic then they provided the same topic, finally they have to recall what the speaker said.

2. Listening Habit

Listening means, students needs to listen to the sounds of the words first and after that the student tries to imitate the word as possible. Finally the students will try to interpret the word into the real things.

Habit is one of factors that influence students' listening comprehension. There are two kinds of listening habits: poor listening habit and good listening Habits⁵

⁵ Guo, Naizhao. An Investigation of Factors Influencing English Listening Comprehension and Possible measure for Improvement. From <http://www.aare.edu.au/0588.pdf>Retrived on January 20th, 2011

TABLE II.1

Poor Listening Habits	Good Listening Habit
1. Calling a subject boring. Poor listeners will tune out if they decide the subject is boring	A good listener listens closely for information that is important or useful
2. Criticizing the speaker. A poor listener find fault with the speaker (what they look like, wear, etc.) or says that the speaker can not have anything worthwhile to say	A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize
3. Overacting. Poor listeners disagree so strongly with the speaker that they miss the rest of they talk	A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize
4. Listening for facts only. Poor listeners do not think about the “ big picture” or main ideas that go along with the facts	A good listener wants to see how the facts explain the ideas and the evidence supports arguments, and realizes facts are important only in relation to principles, ideas, and arguments.

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5. Faking Attention. Poor Listeners lock eyes onto the speaker and then relax and daydream	A good listener realizes each talk is a chance to get fact and ideas that the speaker took hours to prepare
6. Giving into distractions. Poor listeners will use distractions (footsteps, coughs, door closing) as an excuse to stop listening.	A good listener shuts out distraction and concentrates on the speaker's message.
7. Choosing only the easy stuff. Poor listeners want to be entertained and do not want to take the trouble to figure out complex ideas.	A good listener is intellectually curious and wants to see how the speaker proves his or her points. A good listener is not afraid of new and/or complex ideas.
8. Wasting thought speed. Poor listener (because thought speed is faster than speech) will use thought speed to think about personal problems or distraction, thus	Good listener use thought speed and any pauses to figure out main ideas, summarizing the high points and looking forward to the rest of the talk

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falling behind the speaker.	
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There are 3 aspects that influence listening comprehension:⁶

1. Capacity (ability) to listen-knowledge/skill
2. Willingness to listen-attitudes
3. Listening habit-behaviors

Three aspect above make students easy to understand what they are listening.

The learner needs to develop the willingness to listen, understanding of listening, the capacity to listen, and positive listening habit at a variety of level intrapersonal, personal, interpersonal, group, public and mass communication.⁷

In other hand, there are many factors that influence the students' activities in improving their ability in listening comprehension. One of them is listening habit. If the students have good habit in listening, of course they will be able to listen and understand what they listen well.

3. Listening Comprehension

Comprehension is ability to understand something.⁸

Comprehension in this research is how the ability of students to understand about something that they listen.

⁶ Coakley, Carolyn Gwynm The Maryland Listening Curriculum Framework (northwestern college: 1984)pp.3

⁷ Ibid.pp.5

⁸ Ibid.pp.83



Hak Cipta Diindungi Undang-Undang

a. Nature of Listening Comprehension

Since listening according to Wang Shouyuan (2003), the most important component in the five aspects of overall English competence. He suggests as listening, speaking, reading, writing and translation, it deserves particular attention. Educators must actively explore the nature process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English Learning.

From point of view of constructivist linguistics, foreign language teaching should focus on language form and structure, thus listening teaching is understand a passage of text, teachers first let them discriminate between the pronunciation of vowels and consonants, then understand the meaning, and to monitor and control the meaning of discourses by understanding sentence meaning.

Since the 1970s, with the development of functional language theory, there has been an emphasis on the research of language function in society. Functional linguistic experts recognize language as a communicative tool, but not an isolated structure system. Consequently the teaching of listening is not simply intended to make students hear a sound, a word or a sentence, rather, the goal is to culculative students' abilities to understand speakers' intentions accurately and communicate with each other effectively.

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b. The Process of Listening Comprehension

With a greater understanding of language quality and the development of teaching theory, there has been a recognition of the process of listening comprehension as needing greater emphasis.⁹

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Wipf (1984) that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

Listening Activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.¹⁰

⁹ Guo, Naizhao. An Investigation of Factors Influencing English Listening Comprehension and Possible measure for Improvement. From <http://www.aare.edu.au/0588.pdf>Retrived on January 20th, 2011

¹⁰ Karakas (2002) in Ralph G. Nichols What can be done about listening.2006.pp 982

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Pre-Listening activities

Schema theory provides strong evidence for effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concept. Listening teacher may select certain word, difficult grammatical structures and expressions to explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got.

While-Listening Activities

Listener who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and non verbal cues. During the listening experience students verify and revise their predictions. They make interpretation and judgment based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension question while listening to the text and select specific information to complete the table provided the text. While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational pattern; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language.

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Post-Listening Activities

Post-listening activities are important because they extend students' listening comprehension. Post listening activities are most effective when done immediately after listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflecting thinking.

c. Strategies of Listening comprehension

Listening Comprehension both reciprocal and non-reciprocal is very difficult for language learner. When listening, they need recognize what they hear and produce their own language to respond to it

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener process the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

1. Listening for the main idea
2. Predicting
3. Drawing inferences

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4. Summarizing

Bottom-up strategies are text based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies

Include:

1. Listening for specific details
2. Recognizing cognates
3. Recognizing word-order patterns

Listening Comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages. Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they regulate and direct the language learning process. Research shows that skilled listener use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997).

d. The Process Listening Comprehension

The principle of schema lead s two fundamental modes of information processing: bottom-up processing and top-down processing¹¹. These two processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

¹¹ Ibid.pp.979

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Bottom-up processing (the first type of models) is active by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically forms, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) top complete text. Thus, phonemic unit are decoded and connected together to construct utterances, and utterances are connected together to construct complete meaningful text.

Top-down processing (the second type) is explained as employing background knowledge in comprehending the meaning of s message. The system make general predictions based on “a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata”¹² In term listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. The Context and situation involve such things as knowledge of the topic hand, the speakers or speakers, as well as with each other and previous events.

¹² Ibid.pp.979

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4. The Factors that Influences the Students' Listening Habit in Improving their Ability in Listening Comprehension.

According to Carolyn Gwynn Coakley the listener needs to develop the willingness to listen, the capacity to listen, and positive listening habits in a variety of situation interpersonal, group public or mass communication.¹³ In other hands, there are many factors that influence students' listening comprehension.

There are some factors that influence listening abilities:

1. Physical factors (hearing loss, hyperactive, limited attention span, inability to sit still, easily distracted)
2. Physical environment (comfort of listener, location of listener in relation to the speaker)
3. Emotion and psychology factors (environment and conditions of trust that exists, listeners' self concept).
4. Fluency of English¹⁴

In conclusion, there are many factors that influence students' listening comprehension such as physical factors, behavior and students listening habit

¹³ Coakley, Carolyn Gwynn The Maryland Listening Curriculum Framework (Northwestern college: 1984) p.3

¹⁴ Same factors influence Listening Abilities. From <http://www.sasked.gov.sk.ca/docs/mla/speak/.html> Retrieved on January 24th 2011

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B. Relevant Research

The research can be accepted, and be continued because it is relevant with several writers that have been conducted before. However, the research has the same object but it has different problem. It can be seen from the previous thesis bellows:

1. Redy Irfandi (2012) conducted in his research entitled: the correlation between students' learning habit and their listening achievement by first year of state Islamic Senior High School Sungai Pakning Bengkalis Regency. His research focus on students' learning habit and students' achievement. The writer took 60 students as sample of this research by using total sampling. To collect the data, writer used questionnaire to find out the students' learning habit and test to identify the students' listening achievement. The Writer concludes that there is significant correlation between the students' listening achievement.
2. Then from Mohammad Reza Ahmadi (2011). Conducted entitled "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the strategies for improvement". It focus on factors that affecting EFL learners' English comprehension and strategies for improvements of EFL Learners' Comprehension. The finding showed that these were factors affecting EFL in Listening Comprehension.

So this research was conducted with entitle "The Correlation between students listening habit and their listening comprehension at Islamic Junior High School Terpadu Al-Fitiyah Pekanbaru", the writer

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focused on the students' listening habit and their listening comprehension.

C. The 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 refers to students' listening habit and Y refers to students' listening comprehension.

“X” variable can be seen in the following indicators:

1. The Students listen closely for information that is important or useful.
2. The Students listen for ideas rather than seeking things to criticize
3. The Students are able to listen with the mind, not the emotion and simply jots down a disagreement to ask about later.
4. The Students see how the facts explain ideas and the evidence supports argument
5. The Students realize each talk which has chance to get facts and idea
6. The Students shut out distraction and concentrates on speaker's message
7. The Students want to see how the speaker proves his or her points
8. The Students are able to use think speed and get summarizing of points quickly.

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“Y” variable can be seen following indicators:

1. Students are able to find main point from speaker
2. Students are able to predict meaning of the speaker
3. Students are able to identify the drawing inference
4. Students are able to find summarizing of the speaker

There are two variables in this study namely: variable (X), is called dependent variable, and variable (Y) is called independent variable.

D. The Assumption and Hypothesis

1. The Assumption

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

- a. The Students have different listening habit
- b. Students have good listening habit that have good listening comprehension
- c. There is a significant correlation between students' listening habit and their listening comprehension

2. The Hypothesis

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

- a. Alternative hypothesis (Ha)

There is significant correlation between students' listening habit and their listening comprehension of the second year students at Islamic Junior High school Al-Fityah Pekanbaru.

b. Null Hypothesis (Ho)

There is no significant correlation between students' listening habit and their listening comprehension of the second year students at Islamic Junior High School Al-fitiyah Terpadu pekanbaru.



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