

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Concept of Listening Comprehension

a. Nature of Listening

Listening is one of English skills that must be mastered by English students. For most students, listening is supposed as a difficult activity because they can't decode messages or meanings from what they hear. According to Underwood, listening is the activity of paying attention to and trying to get meaning from something listeners hear.¹ She adds that the listeners have to work out what speakers mean when they use particular ways on particular occasions.²

Moreover, Richard and Smith describe that listening is the process of understanding speech in a first or second language.³ It means listening is the activity in hearing the sound. The important one in teaching listening is listening course has to use the students' prior knowledge.

According to Harmer, the students can improve their listening skills and gain valuable language input – through a combination of extensive and intensive listening material and procedure. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables the students to acquire good speaking habits as a result of the spoken

¹Mary Underwood, *ibid.*

²*ibid*

³ Richard, Jack C. and Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education, 2002, p.313

English the absorb and helps to improve their own pronunciation.⁴ This is something that the teacher can tell through explanation and examples. The students also need to hear the language used, so that they can both imitate the pronunciation and also subconsciously acquire some of its sound.

In addition, Listening is not only merely the process of an unidirectional receiving of audible symbol but listening also is the process of getting information. The information gained is actually will be connected with the listeners' previous knowledge or experience they have. Nunan, then, stated that listening is an active, purposeful process of making sense of what listeners hear because listeners process not only what they hear but also connect it to other information they have already known.⁵

In short, listening means a process that engages the listeners' background knowledge so that they can understand grammar, vocabulary, and accent of a speaker and finally they are able to figure out meanings from what they hear correctly. Listening is important skill because through listening the listener can get some information that she or he wants to know.

b. Characteristics of Listening

There are six characteristics of listening and their implications for teaching listening.⁶

1. Spoken language is different from written language. Spoken language is not organized, does not consist of complete sentences and is full of interruptions, hesitations and repetition and does not necessarily contain a lot of information.

⁴ Jeremy Harmer. *The Practice of English Language Teaching*.(Cambridge UK : Longman. 2001)pp.228

⁵David Nunan. *Practical English Language Teaching* (New York: McGraw Hill Company, 2003), p.24.

⁶Mac Yin Mee. *Teaching Listening- An Overview* (University of Malaya : The English Teacher Vol XIX July 1990)

Hence students should be exposed to authentic speech instead of artificial dialogue or written speech which is read.

2. The listener is usually helped by visual information which facilitates understanding. We can see the speaker and his expressions. Therefore, a lot of visuals (slides, maps, photographs etc) should be used or native speakers could be invited to class.
3. Listeners would have “expectations” about how a conversation might go, what they are going to say. The implication is that there should be pre-listening activities to prepare students for what they will hear.
4. Listeners have contextual knowledge about the speaker and the situation. Thus, pre-listening activities should ensure that students are privy to contextual knowledge.
5. People listen for a purpose and they have a specific reason for listening. Hence it is vital that students are asked to listen for something during their while-listening exercises.
6. Often spoken language is simply for social interaction and not for exchange of ideas or information. Therefore students should not be asked to listen for facts all the time. Students should be encouraged to listen for gestures, attitudes and feelings too.

Therefore, we can distinguish two broad types of listening:

1. One-way listening—typically associated with the transfer of information (transactional listening).
2. Two-way listening—typically associated with maintaining social relations (interactional listening).⁷

⁷I. S. P Nation and Jonathan Newton, *Op.cit.* pp. 40

c. Factors influencing in Listening Comprehension

There are some factors may influence in listening. Brown states that there are eight factors in listening process:⁸

1. Clustering: In spoken language, due to memory limitations and our tendency for clustering the words, we should make a speech into smaller group of word. Phrases within clauses are more easily to comprehended.
2. Redundancy: In spoken language such as conversation, we always find redundancy of words, like repetitions, elaborations, and insertions of “I mean”. This redundancy may help us as the hearers to process meaning by giving more time and extra information.
3. Reduced forms: Spoken language also has many reduced forms beside it has a good deal of redundancy. It can be form phonological such as “Djeeyet?” Did you eat yet? Or form morphological such as “I’ll” from I will. This is very influence and it’s being a significant difficulty especially for the learners.
4. Performance Variable: In spoken language except for planned discourse, hesitation, false starts, pauses and correction are common.
5. Colloquial Language: Sometimes, learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monolog or dialogues.
6. Rate of Delivery: The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses used by speaker is more crucial and easy to comprehend the information. In listening the

⁸Gillian Brown, *Listening to Spoken English*, (New York: Longman, 2001), p. 10.

hearer does not always have a chance to stop the speaker when he doesn't understand what is being said or talked.

7. Stress, rhythm, and intonation: we can comprehend the spoken language easily if there is any stress, rhythm, and intonation. We can understand not just the straightforward elements whether it is question, statements or emphasis but more subtle message like sarcasm, endearment, solicitation, praise, etc.
8. Interaction: learning to listen is also learning to respond. The learners have to understand that good listener in a conversation are good responders. They know how to negotiate meaning; to give feedback, to ask for clarification and to maintain a topic.

d. Teaching Listening

To teach listening comprehension, there are three stages in teaching listening comprehension, that are⁹:

1) Pre listening stage

Pre listening activities is the activity that help students to focus on students mind on the topic by narrowing down the things that the students expect to hear and activating relevant prior knowledge and already known language. Pre listening activities consist of a whole range of activities, including:

- a. The teacher gives background information
- b. The students reads something relevant
- c. The students looks at the pictures
- d. Discussion of the topic/situations
- e. A question and answer session

⁹ Mary Underwood, *Op cit*, p. 30 - 75

- f. Written exercise
- g. Following the instructions for the while listening activity
- h. Consideration of how the while listening activity will be done.

2) While Listening stage

While listening stages is what students are asked to do during the time that they are listening to the text. The purpose of while listening is to help students develop the skill of eliciting message from spoken language

3) Post Listening stage

The post listening stage is to check whether the students have understood what they needed to understand and whether they have completed whatever while listening task has been set successfully.

2. Approach, Method, Technique and Strategy

In the context of learning, there are familiar with the terms of approaches, methods, and techniques. But many of the students of education (prospective teachers) and even the teachers who do not understand in depth so it cannot explain what exactly the similarities and differences of these terms. Most of them understand each of those terms. Others think differently to these terms, but not able to explain how the difference.

Approach is the way teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may vary depending on students he teaches. Anthony in Murcia defined an approach to language teaching is something that reflects a certain model or research paradigm.¹⁰ in short, approach is like a collection of theories, there is no procedure and it is still general.

¹⁰Marianne Celce-Murcia, *Opcit.* p.5

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives.¹¹ In short, method is more specific than approach and less specific than technique. thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique).¹² On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.¹³ Thus strategy is about students perform a few steps in learning process.

3. Concept of Controlling the Teacher Technique

a. Nature of Controlling the Teacher Technique

Controlling the Teacher is one of interactive techniques that can be used in improving listening achievement of students. Andrius, stated that, Controlling is the process by which teachers ensure that the learning activities and behavior of children in the classroom are consistent with the objectives, expectations and plans of both teachers and school. Controlling is closely related to planning. Planning involves the establishment of instructional objectives and the

¹¹*Ibid.*

¹²*Ibid.*

¹³*Ibid.*, p.90

development of strategies, while controlling establishes standards of performance, influences, monitors and measures performance, compares performance with standards, and takes corrective action if needed. Indeed the initial step of the controlling process itself is actually a planning step establishing standards or, more narrowly, rules.¹⁴

According to Nations, in controlling the teacher technique learners gain control of the listening material. The use of tape' recorders give learners some control over what they hear because they can stop the tape or play it back when they need to. The exercise described here is an attempt to turn the teacher into a flexible and intelligent tape recorder so that the learners gain control of the listening material. When the learners have this control, listening exercises can become learning exercises. The teacher makes sure that the learners know the following sentences and, if necessary, writes them on the blackboard so that they can be seen during the exercise.¹⁵

The test at the end of the controlled listening exercise can be:

1. A recognition and spelling test of words in the passage (as described above).
2. A multiple-choice or translation test of some of the vocabulary in the passage.
3. A sentence-repetition test where individual learners repeat sentences from the passage after the teacher says them.
4. A question and answer test (as described above).
5. A dictation test of part of the passage.

¹⁴John Andrius, *Roles of the Teacher – Controlling [online]*. Retrieved on January 20th.2013

<http://www.teachermatters.com/classroom-management/roles-of-the-teacher/controlling.html>

¹⁵ I. S. P Nation and Jonathan Newton, *Loc.cit.* p. 108

6. A sentence analysis test where the teacher says a sentence and the learners write the subject and verb.
7. A cloze test where the learners are given part of the passage with words missing.
8. A summary of the main ideas in the passage.

The disadvantage of the controlled listening exercise -in the classroom is that if five different learners have a different difficulty, the teacher must stop and repeat, explain etc. five times. The controlled listening exercise, however, has the advantage of providing more help and flexibility. Instead of being limited to pause and reply, the learners can also speed up or slowdown, ask for an explanation, spelling and even written help.

Controlled listening has the following benefits:

1. The learners are not passive. They must ask questions and take an active part in the lesson to ensure that they get the necessary information. Hopefully this attitude to learning will transfer to other parts of the English lesson and to other subjects.
2. The exercise provides the opportunity for repeated attention to spoken language. This attention is purposeful and highly motivated.
3. The learners can give their attention to what they find difficulty. Thus they can make efficient use of their learning time.

Controlled listening is an attempt to put some of the control of learning where it is needed-with the learners. When the learners have the control, they can adapt the pace, repetition and explanation of material to their own requirements. In this way, listening becomes a learning activity.

The purpose of the exercise is for the learners to take control of the delivery of the information. They do this by telling the teacher what to do-to slow down, repeat, explain and soon. In this way the exercise becomes a true learning exercise and not an excuse for a test. The most difficult part of the exercise for the teacher is encouraging the learners to control his presentation of the passage. The teacher can use several ways to force the learners to give him instructions.¹⁶

1. The teacher deliberately reads too slowly, or too quickly.
2. After every sentence, two sentences, or paragraph, the teacher stops reading, and looks at the learners for further instructions.
3. The teacher asks certain learners questions like "Did you understand all of that?" "Do you want me to repeat?" "Can you answer the first seven questions now?" If the learners answer that they do not understand or that they want the teacher to repeat, then the teacher says "Well, please tell me what to do," and wait until the learners tell him.
4. The learners know what questions they will have to answer when the teacher finishes reading and when they have no more instructions for him. So, this encourages the learners to ask the teacher to repeat, spell, and explain and so on, so that they can answer the questions in the test. Encouraging the learners to control the teacher's reading is an amusing activity, but it is also extremely important.

¹⁶I. S. P Nation. *Op. cit*

B. Relevant Research

There are some previous researches which have relevancy to this research. They are as follow:

1. A research conducted by Antonius Eka Putera has also relevancy with this research. The research entitled “Students’ Difficulties in Listening Comprehension at the Third Year of Madrasah Aliyah Diniyah Puteri Pekanbaru”.¹⁷This research was conducted on July 2008. The participants were the third year students of Madrasah Aliyah Diniyah Puteri Pekanbaru. The totals were 26 students included in one class. For sample, he took all of the participants. For collecting the data, he used a questionnaire and a test. The questionnaire was used to know the students’ difficulties in listening. Otherwise, the test was used to know how the students’ difficulty level is in listening comprehension. Moreover, percentage was formula for analyzing the data. At last, he concluded that the students’ difficulty in listening comprehension was categorized into middle level. The difficulties were most of students did not understand most of vocabularies used in the recording, most of students were able to follow speed of the utterances in the recording, and most of students were not able to interpret utterances in the recording.
2. Sumiati in her research entitled “*The Effect Of Using Three-Step Interview Strategy Toward Students’ Listening Comprehension At The First Year Of State Senior High School Darma Pendidikan Kempas District Of Indragiri Hilir Regency*”. Her research is an experimental research, precisely weak experimental with one group pretest-posttest design. This research aims to know the students’

¹⁷ Antonius Eka Putera, *Students’ Difficulties in Listening Comprehension at the Third Year of Madrasah Aliyah Diniyah Puteri Pekanbaru*, Thesis, Pekanbaru: UIN Suska Riau, 2009, p.49

communication ability by using Three-Step Interview and to find out the students respond toward this strategy. The writer takes two classes as sample. The result shows that the improvement of students' listening comprehension taught by using Three-Step Interview is 53.6%. It can be seen from the score before and after giving treatment. So, the increasing of students' communication ability is classified enough. Based on questioner and interview, the teacher and student give positive respond toward this strategy.¹⁸

C. Operational Concept

Operational concept is a concept that guides the readers to avoid misunderstanding. It should be interpreted into particular words in order to be easier to measure. It gives clear description of the variables. Syafi'i explains that all elated theoretical frameworks can be operated in the operational concept.¹⁹

There are X and Y variables in this research. The X variable or independent variable is the use of controlling the teacher technique. On the hand, the Y variable or dependent variable is listening comprehension.

¹⁸Sumiati, "*The Effect Of Using Three-Step Interview Strategy Toward Students' Listening Comprehension At The First Year Of State Senior High School Darma Pendidikan Kempas District Of Indragiri Hilir Regency*".Thesis, Pekanbaru: UIN Suska Riau, 2009,

¹⁹M. Syafi'I, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), p.122

a. Indicator of variable X or the use of controlling the teacher:

1. The teacher tells the learners that he is going to play audio for them to listen to.
2. The teacher tells them that after they listen to the text he will check their answers to some question about the text.
3. The teacher gives the learners copies of the questions or writes the questions on the blackboard.
4. The teacher also tells the learners that at any time during the play audio of the text they can ask him to stop, play more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or play more quickly.
5. Then, the teacher looks at the questions and listen. However, the teacher deliberately reads the first two sentences of the text too quickly for the learners to follow.
6. Then, the teacher stops and looks at the learners for instruction. He does not do anything further until the learners give him instructions.
7. When the teacher finally reaches the end of the text and the learners have no further instructions for him, he ask the learners to answer the questions.

b. Indicator of variable Y or listening comprehension:

1. The students are able to identify the topic in narrative text that they heard.
2. The students are able to identify the main idea in narrative text that they heard.
3. The students are able to identify the figure in narrative text that they heard.
4. The students are able to identify the certain information in narrative text that they heard.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the students who are taught by using controlling the teacher technique have better listening comprehension achievement. Furthermore, the better implementations of controlling the teacher technique in listening subject, the better students' listening comprehension.

2. The Hypothesis

Based on the assumptions above, hypotheses of this research can be forwarded as follow:

H₀ : There is no significant effect of using Controlling The Teacher Technique toward listening comprehension of the first year students of Senior High School Al-Huda Pekanbaru.

H_a : There is significant effect of using Controlling The Teacher Technique toward listening comprehension of the first year students of Senior High School Al-Huda Pekanbaru.