

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Listening Ability

a. Nature of Listening

According to I. S. P. Nation and Jonathan Newton, “listening is the passive process by which the listener receives information sent by a speaker¹. Rost as quoted by David Nunan states that listening is vital in the language, because it provides input for the learner.² According to John Field, listening is a skill which impact in specific ways upon the classroom context in general and upon in individual learner in particular.³ Based on the explanation above, the writer states that listening is the ability to get meaning and knowledge of the information by hearing and focusing accurately on what the speaker said. By listening, the students are able to receive the information in order to study and get knowledge in education especially in learning English. In learning English, the students must be trained by using four basic language skills: listening, speaking, reading, and writing.

¹ I. S. P. Nation and Jonatahan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge. 2009), p. 39

² Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: an Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), p. 238

³ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), p.56

b. Listening Ability

According to Katherine Schultz, listening is more than simply hearing or receiving sounds through the ear.⁴ Based on ILA, listening is the process of receiving, constructing meaning from and responding to spoken and /or nonverbal messages.⁵ In conclusion, listening is the process of receiving the sounds/information.

Sternberg in Frank Coffield et al. define that ability refers to how well someone can do something.⁶ While David F. Lohman stated that ability is performance on a particular task or class of tasks.⁷ The writer can conclude that, ability is power to do something particularly. The ability in this research refers to the students' listening ability in using Paraphrase passport strategy. In short, listening ability is capacity or the power to receive the particular information. In this research, listening ability is the students' ability in using English as the language they learned in their communication activities and communicative receive process.

Listening is one of the language skills that should be mastered by the students. The students always use listening rather than any other language skills, like speaking, writing, and reading. The students receive the information in school through teacher's explanation or when their friends give statement or opinion in the classroom. Brown stated that, in classroom, students always do listening than

⁴ Katherine Schultz, *Listening a Framework for Teaching Across Differences*, (New York: Teachers College Press, 2003), p. 170

⁵ International Listening Association <http://www.listen.org/>. Retrieved on 18 April 2013

⁶ Frank Coffield et al., *Learning Styles and Pedagogy in Post-16 Learning*, (London: Learning and Skill Research Centre, 2004), p. 110

⁷ David F. Lohman, *Issues in the Definition and Measurement of Abilities*. In *Second Spearman Seminar University of Plymouth*. 1997, p. 8

speaking competence and in recent years the language teaching profession has placed a concerted emphasis on listening.⁸ Listening has made a big impact on students' activity in the classroom and students must be able to listen carefully and understand what the speaker's mean.

2. The Nature of Paraphrase Passport Strategy

a. Paraphrase Passport Strategy

There are some theories of paraphrase passport strategy that the writer wants to emerge in this thesis. Kagan in Anna Zacharias stated that paraphrase passport is the activity that has to practice listening and to practice paraphrasing while discussing a topic. That was a good way to practice the specific skills of effective listening.⁹

Engage your students by making them active participants as much as possible. For example, if listening is hard for them, use the “paraphrase passport” strategy, in which students have to repeat what someone said before they could add their own comments. This approach — which can be used to teach everything from literature and social studies to math and science — puts the focus on listening to one another and takes the spotlight off the teacher. It develops listening skills while building a sense of classroom community and mutual respect and it engages a large number of students in a forum for the exchange of ideas.¹⁰

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: State University Press, 1994), p. 233

⁹ Anna Zacharias, *Conflict Resolution*, <http://unit1project.tumblr.com/> . Retrieved on 20 April 2013

¹⁰ United Federation of the Teachers, *What Can I Do So My Students Will Pay Attention?*, <http://www.uft.org/new-teacher-q/what-can-i-do-so-my-students-will-pay-attention> . Retrieved on 20 April 2013

After hearing a lecture and reading events leading up to the civil war, students pair up. In each pair, one is assigned the role of a southern plantation owner, the other is a northern abolitionist. They play paraphrase passport in role for about five minutes. In the process they become more engaged with and later will retain more of the content. Further, they have become better able to articulate oral arguments, and they have strengthened their listening and communication skills.¹¹

Based on the theories about paraphrase passport above, writer can conclude that paraphrase passport is one of the strategies in teaching English that is able to improve students' listening ability by repeating and paraphrase what the speaker said before and gave their opinions while discussing the topic.

b. Purpose of Paraphrase Passport strategy

According to Spencer Kagan, when students use Paraphrase Passport, they learn how to listen well and develop their empathy skills¹². While Ana Christina Da Silva Iddings, et al., stated that paraphrase passport fit well with the collaborative skill of listening attentively because partners would not be able to paraphrase answers well if they were not listening carefully.¹³

The writer can state that the purpose of paraphrase passport strategy is to improve students' listening skill by understanding what the speaker said and it can be used in pairs, small groups, or in the class as a whole.

¹¹ Spencer Kagan, *Structures for Standards*, http://www.kaganonline.com/free_articles/dr_spencer_kagan/292/Structures-for-Standards. Retrieved on 20 April 2013

¹² Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 1.20

¹³ Ana Christina Da Silva Iddings, *Cooperative Learning and Second Language Teaching*. (Cambridge: Cambridge Language Education: 2006). p. 120

c. Advantages of Paraphrase Passport strategy

The paraphrase passport strategy offers several potential advantages over other technique of teaching listening ability:¹⁴

- 1) When students use paraphrase passport they learn how to listen well and develop their empathaty skills.
- 2) Paraphrase passport is explicitly designed to promote perspective-taking skills.
- 3) Paraphrase passport is one of strategies that is able to structures engage and develop multiple intelligences.
- 4) Paraphrase passport is able to create positive behavior in listening.
- 5) Paraphrase passport is created to solve the problem of team discussions in which everyone is talking but no one listening.
- 6) Paraphrase passport helps students to practice a social skill increases understanding and fosters respect.
- 7) Paraphrase passport is one of listening strategies that is able to improve students listening skill.
- 8) Paraphrase passport is designed explicitly for the purpose of fostering communication skills.
- 9) Paraphrase passport is able to develop different types of thinking.
- 10) Paraphrase passport makes students learn to shift perspective.
- 11) With paraphrase passport students listen to and understand a point of view of different from their own.

¹⁴ Dr. Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 1.20-14.12

12) Paraphrase passport is also excellent for conveying that each person is heard and understood.

13) Feedback provides students with specific knowledge of results and recognition of accomplishments by using paraphrase passport strategy.

The researcher can state that the Paraphrase passport strategy helps students in some skills like listening, empathy, perspective-taking, social, and communication. Paraphrase passport is created to solve the problem of team discussions in which everyone is talking but no one listens and able to create positive behavior in listening. Feedback provides students with specific knowledge of results and recognition of accomplishments.

d. The Procedures of Paraphrase Passport strategy

According to ETFO, there are some procedures of using paraphrase passport strategy:¹⁵

1. The teacher asks the students to sit in pair or placed into partnerships (A & B).
2. Then, the teacher selects a text in a textbook. The paragraphs consist of seven paragraphs.
3. Teacher distributes a copy of the text to each students.
4. The first students reads the first four paragraphs of the text.
5. The second student listens attentively and then paraphrases what they heard in the first half of the text. It must be briefly in one or two sentence summary of what they heard as the key points or themes.

¹⁵ ETFO, *The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers*, (Ontario: FEEEO, 2011), p. 21

6. The paraphraser now reads the concluding three paragraphs and their partner paraphrases their understanding when they complete.
7. The pair of the students then dialogue about how they are striving to maintain balance and achieve wellness.
8. Facilitate a brief whole group sharing of practical ideas generated from this activity.

e. Teaching Listening

Listening is one of the difficult subjects in learning language. Some students have difficulties in listening subject. Listening must be mastered by the students, but the problem is the students cannot master it fully. Based on that condition, the teacher must have a solution for the students to get a good listening or the writer can say that students must have a better listening than before. The teacher and the students must have work-relationship. The students must apply what the teacher taught in the lesson before or practice again and again; and the teacher should not give monotonous way in teaching, because the students can feel bored and they may not focus anymore. The teacher must give the various ways in teaching, it can be techniques, strategies, or approaches.

The teacher should know the main reason in teaching listening before they teach listening. According to Jeremy Harmer, there are two main reasons in teaching listening. Firstly, teaching listening is the main method of exposing students to spoken English (after the teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry reading plays, pop song lyrics, speeches, telephone conversations and the manner of spoken exchanges. Teachers can imitate these,

but good tapes far more powerful. The second major reason for teaching listening is because it helps the students to acquire language subconsciously even if teachers do not pay attention to its special features.¹⁶

From the statements above, the writer can state that teaching listening is the best way to help students to get their interest in studying English and improve their listening skill by teacher's assistance.

f. Assessing Listening

In order to measure the students' listening ability, we can use some indicators. According to NSW Foundation Style, there are some indicators of students' listening ability:¹⁷

1. Students are able to demonstrates attentive listening.
2. Students are able to listens while others present news and asks relevant questions.
3. Students are able to listens and follows one-step instructions.
4. Students are able to repeats sounds in words in correct sequence.
5. Students are able to recognises and says words that rhyme.

The writer can draw a conclusion here that assessing listening ability is good when the listeners or students are able to master the indicators. The writer not only focuses on these indicators from school, but also some indicators in listening. The indicators from school is from the school based curriculum used by

¹⁶Jeremy Harmer, *How to Teach- An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p.98

¹⁷NSW Foundation Style. *English K-6 Syllabus*, (New South Wales: Board of Studies, 2007), p.22

this school and we can see in the syllabus from this school. So, the writer combined the indicators from theory and indicators from syllabus.

B. Relevant Research

In order to avoid plagiarism, the writer states some researches dealing with the use of paraphrase passport strategy in learning process as follows:

1. Aprilia Setiawati, the student of State University of Semarang 2011

She conducted a research entitled “The effectiveness of paraphrasing to improve students’ reading comprehension skills of hortatory exposition text at grade XI of SMA Negeri 1 Kutowinangun”. In her research, she used an experimental research. For the result of this research, it could be seen the difference between pretest and post-test; pretest was 70.7 and post-test was 75.325. So, it could be concluded that good level or the attainment of learning passing grade in post-test was better than pretest. It can be concluded that the findings of the research indicated that the result of use Paraphrasing was successful in increasing students’ reading comprehension of hortatory exposition text.

2. Maksum, the student of IAIN Sunan Ampel 2008

He conducted a research entitled “ Improving students’ listening skill by using songs at the second year students of MA Pancasila Bengkulu”. In her research, she used an action research. For the result of this research, it could be seen the difference between pretest and post-test; pretest was 44.55 and post-test was 75.38. So, it could be concluded that good level or the attainment of learning passing grade in post-test was better than pretest. It can be concluded that the findings of the

research indicated that the result of using Song was successful in increasing students' listening skill.

C. The Operational Concept

Operational concept is the concept used to give the explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concludes several indicators to be operated in the operational concept. In this research, there are two variables, they are (1) The effect of using paraphrase passport strategy as the independent variable and it is symbolized by X and (2) the students' listening ability as the dependent variable, it is symbolized by Y. The indicators are as follows:

1. Paraphrase passport Strategy is classified with the indicators as follows (X):
 - a. The teacher asks the students to sit in pair or placed into partnerships (A& B).
 - b. The teacher selects a text in a textbook. The paragraphs consist of seven paragraphs.
 - c. Teacher distributes a copy of the text to each students.
 - d. The teacher facilitates a brief whole group sharing of practical ideas generated from this activity.
2. Students' Listening Ability (Y):

According to NSW Foundation Style, there are some indicators of students' listening ability:¹⁸

- a. Students are able to demonstrate attentive listening.

¹⁸ *Ibid.*

- b. Students are able to listen while others present news and asks relevant questions.
- c. Students are able to listen and follows one-step instructions.
- d. Students are able to repeat sounds in words in correct sequence.
- e. Students are able to recognise and says words that rhyme.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the better applying paraphrase passport strategy, and the better students' listening ability of the second year at Vocational High School 1 Dumai will be.

2. The Hypothesis

In this study, the writer assumes that the students' listening ability is various and the better using paraphrase passport strategy, the better students' listening ability will be.

H_0 : There is no significant effect of using paraphrase passport on students' listening ability between control class and experimental class in Vocational High School 1 Dumai.

H_a : There is no significant effect of using paraphrase passport on students' listening ability between control class and experimental class in Vocational High School 1 Dumai.