

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Listening Comprehension

Listening is the activity of paying attention and trying to get meaning from something we hear. Listening is not as easy so people think about. Meaning that in the listening process the listeners should focus on what they listen. Then try to get information from what they have listened. As Rubin stated in Jeon' dissertation saying that listening is a covert activity and has heavy processing demands .¹ To get meaning of the utterance the listener should do more effort especially in foreign language country where they are not accustomed to listen word by word heard. Listening is following and understanding the sound, it is hearing with a purpose. It is supported by Howatt and Dakin in Sacroba stated that listening is the ability to identify and understand what others are saying including understanding speakers accent or pronunciation, grammar and vocabulary, and grasping the meaning.²

Nunan 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.³ Listening involves

¹Jihyun Jeon, *A Study of Listening Comprehension Of Academic Lectures within the Construction-Integration Model*, (The Ohio State University, 2007) p.47

²Arif Sacroba,"The Teaching of Listening". *The Internet TESL Journal*, Vol V, No 12, (December 1999). p. 7

³David Nunan. *Practical English Language Teaching* (New York: McGraw Hill Company, 2003) p.24

interaction and negotiation with a speaker and requires prior experience of a listener to best understand and interpret what a speaker says. But if the listener does not know some words spoken by the speaker, the listener will be hard to get the information. Rost defined in Abbas, listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.⁴

Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages.⁵ To listen well, listeners must have the ability to decode the message, 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, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. As what Purdy stated in Abbas defined listening as "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 beings".⁶

Understanding the meaning of the utterance not only something that happens because of what a speaker says but the listener also has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means.

⁴ Abbas Pourhossein Gilakjani, *Journal of Language Teaching and Research*, Vol. 2, No. 5 (Finland: Academy Publisher, 2011) p 978

⁵ Emmert, A definition of listening, *The Listening Post*, 51 (1994)

⁶Op.Cit, Abbas Pourhossein Gilakjani, p.978

Furthermore, listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.⁷ Meaning that it is a complex process of action. The listeners should listen carefully then use all their capability and prior knowledge to get the message. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.⁸ By comprehending what have been stated by the expert, listening comprehension is needed to be mastered then become an effective listener. There are some characteristics of the effective listeners :⁹

1. Connect: make connections with people, places, situations, and ideas they know
2. Find meaning: determine what the speaker is saying about people, places, and ideas
3. Question: pay attention to those words and ideas that are unclear
4. Make and confirm predictions: try to determine what will be said next
5. Make inferences: determine speaker's intent by " listening between the lines"; infer what the speaker does not actually say
6. Reflect and evaluate: respond to what has been heard and pass judgement

⁷ Op.Cit, H. Douglas Brown p 249

⁸ Op.Cit, Abbas Pourhossein Gilakjani, p.979

⁹ Listening activity, <http://www.ingilish.com/listening-activities.htm> (accessed January 17, 2013)

Brown stated that there are some factors influencing in listening comprehension. They are such as:¹⁰

1. Clustering: attending to appropriate chunks of language-phrases, clauses constituently.
2. Redundancy: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains and benefiting from that recognizing.
3. Reduced forms: understanding the reduced form that may not have been apart of an English learner's past learning experiences in class where only formal language has been presented.
4. Performance variable: being able to weed out hesitation, false start, pauses and correction in natural speech.
5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues.
7. Stress, rythm and intonation: correctly understanding prosodic element of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.
8. Interaction: managing the interactive flow of the language from listenng to speaking to listening.

¹⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2003), p.122

2. The Nature of The Split Information Activity

Nation and Newton said that Split information activities have been called two-way tasks, or jigsaw tasks, and cooperating tasks.¹¹ Two way task means that in process of split information activity the student will do 2 activities in same time. Speaking and listening activity occurred, where one student does speaking activity while another one is listening to the speaker. The teacher needs 2 students work in pair in doing split information activity. Split information activity require the student to know some vocabulary when they are describing about the picture. As what stated by Nation :¹²

...Learner A begins by describing the first picture. Learner B listens carefully to this description, asks Learner A any questions that they need to, and looks at the first picture on their sheet to decide whether or not their picture is exactly the same as Learner A's. If Learner B thinks it is the same, they say "the same" to Learner A and they both write S next to item 1 on their sheets.

According to Nation and Newton, split information activity can be used in any level, from beginner to advance students, if appropriate materials are employed.¹³ In other words, split information activity is very interesting activity where any student can do this activity to increase their listening skill. The essential feature of split information activity is that only by working together in combining their material, the learners can find the required answer said Nation and Jonathan Newton in their book.¹⁴

¹¹ I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Roulledge, 2009) p.101

¹² ibid

¹³ I.S.P Nation, *The Combining Arrangement:Some Techniques* (Modern Language Journal: 1997) p.89

¹⁴ Op.Cit, I.S.P Nation and Jonathan Newton, p.104

One part in listening that play role for the student to be understood about what they heard is vocabulary. It is supported by Howatt and Dakin in Sacroba stated that listening is the ability to identify and understand what others are saying including understanding speakers accent or pronunciation, grammar and vocabulary, and grasping the meaning.¹⁵ Then, in a study of acquisition of mathematical vocabulary throught the performance of split information activity by eleven to thirteen year students,Kersten found that the vocabulary learning of student working on these interactive activitys greater than that students working within a teacher fronted arrangement with a reading focus.¹⁶ So, by doing split information activity the number of vocabulary will increase. As stated before vocabulary play important role for listening, the increasing number of listening will affect to listening comprehension of student. Meaning that split information activity can be used to improved student listening comprehension.

The important feature of split information activities is that each student has only part of the information they need to complete a given task. Because of this, they must cooperate and share their information by speaking or listening to each other. This means that all students participate. Split information activities are also known as information gap activities.¹⁷

It can be inferred from the definitions above that split information activity is an active process of listening comprehension. It requires speaking not

¹⁵Arif Sacroba,"The Teaching of Listening". *The Internet TESL Journal*, Vol V, No 12, (December 1999). p. 7

¹⁶ Saskia Kersten, *The Mental Lexicon and Vocabulary Learning* (Philadelphia:Benjamin Publishing,1984) p.242



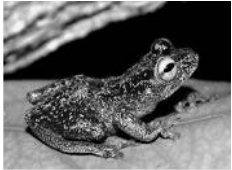







¹⁷ Language Enhacing the achievement pasika, Split Information Activity: <http://leap.tki.nz/split-information-activities> (Accessed: january 17, 2013)











only listening during the process. To comprehend what students hear they need interlocutor where speaking occurred. We can say that speaking occurs first then split information activity as a part of listening comprehension activity.

The procedures of the split information as follows :¹⁸

1. Learners working in pairs
2. Learner A and B have a sheet of paper with simple picture. There are 15 pictures.
3. They are not allowed to see information on each other sheet
4. Learner A begins by describing the first picture
5. Learner B listen carefully to this description while looking at the first picture on the sheet
6. The learner B decides his picture is exactly the same or not with the picture on the learner's A paper
7. If the learner B thinks it is same, they say "same"
8. If learner B thinks their picture is different, they say "different"
9. Then the learner B' turn try to describe the picture as what the learner A did
10. When all item have completed, learners A and B in each pair put their two sheets next to each other and compare the pictures to see if their answers were correct

¹⁸ Op.Cit, I.S.P Nation and Jonathan Newton, p.104.

Same Or Different	Sheet A	Sheet A	Same Or Different
1.	 <p data-bbox="603 674 754 712">Newspaper</p>	 <p data-bbox="959 707 1031 745">Duck</p>	6.
2.	 <p data-bbox="651 965 715 1003">Frog</p>	 <p data-bbox="927 992 1062 1030">Helicopter</p>	7.
3.	 <p data-bbox="608 1238 754 1276">School Bus</p>	 <p data-bbox="970 1249 1023 1288">Cup</p>	8.
4.	 <p data-bbox="624 1507 738 1545">Postman</p>	 <p data-bbox="962 1507 1026 1545">Ship</p>	9.
5.	 <p data-bbox="632 1776 737 1814">Bicycle</p>	 <p data-bbox="962 1821 1031 1859">Boot</p>	10.

Same Or Different	Sheet B	Sheet B	Same Or Different
1.	 Book	 Swan	6.
2.	 Frog	 Airplane	7.
3.	 Car	 Bowl	8.
4.	 Postman	 Ship	9.
5.	 Bicycle	 Casual Shoe	10.

B. The Relevant Research

A research by Heriani Saputri, in 2010 alumnus of State Islamic University of Sultan Syarfi Kasim Riau, conducted “The Effect of Using Information gap Activities towards motivation in speaking english among second year student at man 2 model pekanbaru”. The design is experimental research. She found that mean of experimental group is 49178.281 and mean of control group is 2045.45, and the percentage of experimental research after using information gap activity increases to 13.43% while the percentage of control group only increase 0.05 %. The result of this research H_0 (Hypothesis Null) is accepted and H_a (Alternative Hypothesis) is rejected in other words, there is no significant difference between student’ speaking motivation in experimental group and student’ speaking motivation in control group.

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 measured. It gives clear description of the variables. Syafi’i explains that all related 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 contribution of split information. In other hand, the Y variable or dependent variable is listening comprehension.

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

1. Indicators of variable X :

- a. The student are devided into pairs
- b. Student named as A and B
- c. Teachers gives different pictures to students A and B
- d. Student A describe the first picture to student B
- e. Student B guess what the picture is, by looking at his own picture
- f. Student B write whether the picture “same” or “ different”
- g. In the next step student B take turn to as what student A did before

2. Indicators of variable Y or listening comprehension:

- a. The students are able to identify topic of the monologue text listened accurately.
- b. The students are able to identify the communicative purpose of the monologue text listened accurately.
- c. The students are able todistinguish the supporting detailstext organization of monologue text listened accurately
- d. The students are able to identify spesific details containing of characters included in monologue text listened accurately
- e. The students are able to make inference of the monologue text listen accurately

D. The Assumptions and the Hypothesis of the Research

1. The Assumptions

In this research the writer assumed that students' listening comprehension is influenced by many factors. The using of split information activity will help students to improve their listening comprehension, be more active in the classroom while in listening class. Then the students will be more interesting in listening.

2. The Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

a) Null Hypothesis (H_0)

H_0 : There is no significant contribution of split information activity and listening comprehension at the second year students of Private Islamic Junior High School YLPI Pekanbaru

b) Alternative Hypothesis (H_a)

H_a : There is significant contribution of split information activity and listening comprehension at the second year students at the second year students of Private Islamic Junior High School YLPI Pekanbaru