

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Theoretical Framework

1. The Nature of Listening

a. The Definition of Listening

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.¹ According to Richard and Smith, listening is the process of understanding speech in a first or second language.² It means listening is the activity in hearing the sound. The important one in teaching listening is listening course which has to use the students' prior knowledge.

1. We listen to obtain information
2. We listen to understand.
3. We listen for enjoyment.
4. We listen to learn.

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.³ Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.

¹Kline. A. John. 1996. *Listening Effectively*. Air University Press Maxwell Air Force Base, Alabama: <http://www.au.afmil/au/awc/awcgate/awc-comm.htm#listening> (accessed April 2002).

²Richard, Jack C. and Richards Smith, *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education, 2002, p.313.

³Nation, I.S.P, and Newton, Jonathan 10 *Teaching ESL/EFL Listening and Speaking*. New York: p. 37.

According Listening provides the necessary input for learners to acquire the language needed for practicing a language.⁴Rost in Othman and Vanathas points out that understanding spoken language is a necessary condition for language acquisition⁵. Furthermore, Brown and Yule in Othman and Vanathas state that listening is a demanding process, not only because of the complexity of the process itself but also due to factors that characterise the listener, the speaker, the content of the message and any visual support that accompany the message⁶. The principal aim of listening practice is to strengthen the ability to understand spoken message. Students can benefit from practice in reacting to what they hear, from participating in listening situation rather than just over hearing what other people are saying on tape⁷. In conclusion, listening not only tell about the process, but also about how to make the listeners understand about the message that the speaker gave.

Listening, understanding, and responding in an appropriate way are an essential part of communication, and therefore, regular practice in aural comprehension is a vital part of teaching programme. In short, listening needs more practice than theory. At intermediate level, when students are refining their understanding of the grammatical systems of their second or foreign language, listening can be used to stimulate awareness of detail and to promote accuracy.⁸ It means that the grammatical systems have influenced in listening process.

⁴Juliana Othman and Christina Vanathas, *Topic familiarity and its influence on listening comprehension*,(University of Malaya, International House). P.20.

⁵*Ibid.*

⁶*Ibid.*

⁷Dr.Abdullah Hameed Musa. *Op. Cit*, P. 2.

⁸Marianne Celce-Murcia. *Teaching English as a Second or Foreign language*.(USA: 2001) . P 87.

Rost in Nunan points out states three important reasons for emphasizing listening, and these demonstrate the importance of listening to the development of spoken language proficiency⁹:

- a. Spoken language provides a means of interaction for the learners. Because learners must interact to achieve understanding and access speakers of the language. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
- b. Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it
- c. Listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

Type of strategies in listening, according to Buck¹⁰:

- a. Cognitive strategies: Mental activities are related to comprehending and storing input in working memory or long-term memory for later retrieval.
 - 1) *Comprehension processes*: Associated with the processing of linguistic and nonlinguistic input
 - 2) *Storing and memory processes*: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory
 - 3) *Using and retrieval processes*: Associated with accessing memory, to be ready for output
- b. Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies

⁹Nunan, David. *Loc. Cit.*

¹⁰ Gary Buck, *Assessing Listening*, Cambridge: Cambridge University Press, 2001, p 104.

- 1) *Assessing the situation*: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task
- 2) *Monitoring*: Determining the effectiveness of one's own or another's performance while engaged in a task
- 3) *Self-evaluating*: Determining the effectiveness of one's own or another's performance after engaging in the activity
- 4) *Self-testing*: Testing oneself to determine the effectiveness of one's own language use or the lack.

According to Brown, there are four types of listening performances to assess tasks and procedures, they are:¹¹

- a. *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.
- b. *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.
- c. *Selective*. Processing stretches of discourse such as short monologue for certain information. The purpose not only looks for global or general meanings, but also comprehend designated information in a context of spoken language (classroom directions from a teacher, TV or radio news items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or facts and events.

¹¹H. Douglas Brown, *Language Assessment (Principles and classroom practices)*, (California: San Francisco State University: 2003). p. 120.

- d. *Extensive*. Listening to develop a top-down, global understanding of spoken language. Listening for the gist, listening for the main idea, and making inferences are all part of extensive listening.

According to Galvin in Underwood¹², there are five main reasons for listening, and the reasons students will have for listening will generally fall under one other of these categories:

- a. To engage in social rituals
- b. To exchange information
- c. To exert control
- d. To share feelings
- e. To enjoy yourself

Other Listening situations for which teacher should prepare students as follows:¹³

- a. *Listening to live conversations in which one takes no part*. This is usually referred to as 'eavesdropping'.
- b. *Listening to announcements*, where the listener is interested almost exclusively in extracting or confirming the relevant information whilst more or less ignoring the rest of the utterance.
- c. *Listening to the news, weather forecast, etc* on the radio, where the objective is again to extract clearly stated information, but the purpose for listening may be different.
- d. *Watching the news, weather forecast, etc* on television, where the visual support is a help to viewer-listener.

¹²Mary Underwood. Op.cit. p. 4.

¹³*Ibid* p. 5.

- e. *Listening to the radio for entertainment.*
- f. *Watching television for entertainment.*
- g. *Watching a live performance of play*
- h. *Watching a film in a cinema*
- i. *Listening to records (songs, etc)*
- j. *Following a lesson*
- k. *Attending a lecture*
- l. *Listening on the telephone*
- m. *Following instruction*
- n. *Listening to someone giving a public address*

In conclusion, practice of all the other listening situation should be neglected, as students will find a variety of listening activities more motivating, and much that can be learned from one situation is transferable to others.

b. Types of Listening

We can distinguish two broad types of listening ¹⁴

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)

Traditionally, listening was associated with transmission of information, that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials.

While this is fine if we are relating primarily to listening in academic context for

¹⁴Nation, I.S.P, and Newton, Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: p. 40.

example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening).

c. Listening Processes

There are two processes in listening¹⁵:

1. Bottom-up Processes

These are the processes that the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top-down processes

Top-down processes involve the listener in going from the whole - their prior knowledge and their content and rhetorical schemata - to the parts. In other words, the listeners use what they know of the context of communication to predict what the message will contain, and use parts of the message to confirm, correct or add to this. The key process here is inferencing.

2. The Nature of Listening Comprehension

Listening comprehension is a multilevel, interactive process of meaning creation. According to Haycraft in Musa, listening is a complex operation integrating the distinct components of perception and linguistic knowledge in ways which are at present poorly understood¹⁶. Listening as comprehension is the traditional way of thinking about the nature of listening. In conclusion, listening and listening comprehension are synonymous.

¹⁵Nation, I. SY, and Newton, Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: p.

¹⁶Dr. Abdullah Hameed Musa. Op Cit.

This view of listening is based on the assumption that the main function of listening in foreign language learning is to facilitate understanding of spoken discourse.

Principles for listening comprehension in the classroom are as follows:¹⁷

- a. Increase the amount of listening time in the second language class. Make listening the primary for learning new material in the classroom. Input must be interesting, comprehensible, supported by extralinguistic materials, and keyed to the language lesson.
- b. Use listening before other activities. At beginning and low-intermediate levels, have students listen to material before they are required to speak, read, or write about it
- c. Include both global and selective listening. Global listening encourages students to get the gist, main idea, topic, situation, or setting. Selective listening points students attention to details of form and encourages accuracy.
- d. Activate top-level skills. Give advance organizers, script activators, or discussion which call up students' background knowledge. Do this before students listen. Encourage top-down processing at every proficiency level.
- e. Work towards automaticity in processing. Include exercises which build both recognition and retention of the material. Use familiar material in novel combination.
- f. Develop conscious listening strategies. Raise students' awareness of text and their own comprehension process. Encourage them to notice how their processing operations interact with the text.

Kline adds that listening comprehension is further an active process involving receiving, attending, understanding, responding, and remembering.¹⁸

¹⁷Marienne Celce-Murcia. Op Cit. P.89

¹⁸Kline, 1996;in Dian Riza Kartika. *Factors Influencing Students' Ability In Listening Comprehension At*

1. Receiving is listeners received the vocal message and visual stimuli from speakers including facial expressions, gestures, and movements.
2. Attending is brain screens stimuli and permits only a select few to come into focus.
3. Understanding is to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceive.
4. Responding is a form of feedback that completes the communication transaction.

In classroom materials varieties of strategies and techniques are used to practice listening as comprehension. These include:¹⁹

- a. Predicting the meaning of messages
- b. Identifying key words and ignoring others while listening
- c. Using background knowledge to facilitate selective listening
- d. Keeping the broad meaning of a text in mind while listening

3. Factors Influence Students' Listening Comprehension

Martin in Afrida Azwir said that there is a factor that helps to produce a result. The factor that influenced us in listening process is concentration. Concentration is closely related to interest and attention. Nunan also stated that the bottom up can be depicted which is listeners try to retrieve some information from tape recorder then they will be required to read such as a topic then they provided some topic. Finally, they have to recall what speaker said.

There are some dominant factors that influence the students in listening:²⁰

- a. Concentration

The Second Year Of SMK Muhammadiyah 02 Pekanbaru,(unpublished, 2010),p 9.

¹⁹Richards, Jack. C. *Op. Cit.*, p. 14.

²⁰AfridaAzwir. "*The Correlation between Students' Ability in Distinguishing English minimal Pairs and their Listening Comprehension at the Second year of Senior High School 2 Mandau District Bengkalis Regency*".Pekanbaru: Unpublished.2012.

It is an ability to direct all our effort and attention on one thing without thinking of other things.

b. Interest

It desires to learn or know about something.

c. Attention

It is looking at or thinking about something or somebody carefully.

d. Strategies

It is plan that is intended to achieve a particular purpose of planning something or carry out a plan in a skilful way.

e. Expectation

It is a strong belief about the way something should happen or how somebody should behave.

f. Lack of knowledge

It is stated of having enough of knowledge.

Nation also identified the factors influence listening comprehension, as follows²¹:

a. Understanding

Students must be able to infer the meaning of most of the message, even though there might be some language items in the message that they are not familiar with.

b. Quantity

There must be sufficient opportunity for students to understand message. It needs to be great deal of listening activity before students feel ready to speak.

c. Interest

²¹Paul Nation. *Listening Techniques for a Comprehension Approach to Language Learning*. New Zealand: Victoria University of Wellington. P. 18.

The students must pay attention to the message, and the message must be interesting and must involve the students, so the listening becomes a truly active process.

d. Low anxiety

Attitudes toward errors can also have an effect of anxiety, so the students should be confident in their listening comprehension.

Based on the factors above, writer states that all factors influence listening comprehension much, so before listening activity, students should pay attention to their interesting with listening, their quantity process of listening, their expectation, and their strategies before doing listening, attention and concentration while listening, and understand the message after listening. The most important are is the students should ignore their anxiety in listening.

4. The Nature of Audio Segment

a. The Definition of Audio Segment

Audio segments are links which play the complete audio segment, accompanied by a title and time in minutes and seconds²². According to Aarntzen (1993, p. 355), audio can draw and hold the attention, support the student reading text on the screen, and motivate the learner. Audio plays a vital role within the foreign language classroom. Effective language learning is very dependent on effective use of audio²³. For the best overall outcome, audio should be part of the daily routine within the foreign language class setting. Simply using audio does not guarantee that the students will benefit from the experience. The audio must be used appropriately and it must fit the students' level

²²<http://www.ehow.com/about/5478603/modern-methods-teaching-listeningskills.html>

²³Wyatt, Wendy. 2005. *Creating a Lesson in Audio*. wwyatt@gc.k12.va.us (accessed November, 2005).

and abilities. Furthermore, the audio must be able to hold the students attention and the students must be able to see its usefulness. By using the chosen Audio Segment, students will have the opportunity to hear a native speaker in authentic setting (story-telling and Role-playing)²⁴. Students will be challenged to listen and comprehend the vocabulary and grammar that the native speaker is using.

In short, the students have a need to develop their listening skills within the foreign language classroom. By integrating the use of a variety of audio experiences, the students will gain exposure to an assortment of speakers, accents and dialects. This, in turn, will enable them to be more successful in the target language.

We can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. This are interactive listening process in class and then instruct the students to repeat the exercise on their own. First, instruct the students to prepare for listening by considering anything that they will learn from the content of the audio segment. Once, they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students not to take notes until the completion of the audio segment.

b. The Purpose of Audio Segment

There are four purposes of Audio Segment. They are²⁵:

- 1) To give opportunity to hear the target language as spoken by a native speaker.
- 2) To give opportunity to practice and improve their listening skills.
- 3) To attempt to understand a variety of vocabulary and grammar within the audio.
- 4) Students will be able to understand the segment and feel confident in their ability to

²⁴Steven D. Tripp, Warren B. Roby. 1996. "Auditory Presentation and Language Laboratories". P. 821.

²⁵Wyatt, Wendy. 2005. *Creating a Lesson in Audio*. wwyatt@Zc.k12.va.us (accessed November, 2005).

hear spoken English.

By using the chosen Audio Segment within lesson, the students will have the opportunity to hear a native speaker in an authentic setting (story telling and role playing). The students will be challenged to listen and comprehend the vocabulary and grammar that the native speaker is using. It means that, the students will have the chance to improve their listening skills and strategies by participating in this lesson.

c. The Steps of Audio Segment

Steps of Audio Segment²⁶:

- a. The instructor plays the audio segment and have students simply listen
- b. After listening to the audio section, the students write a summary in English
- c. The instructor re-plays the segment and have the students listen again. The students then add or change their summary accordingly
- d. The students listen to the segment a third time to see what more they can understand. Again, they will have an opportunity to add or change their summary.
- e. The instructor discusses the listening segment with the class and gives the students the opportunity to discuss their comprehension
- f. The instructor allows the students to ask questions pertaining to the grammar and vocabulary that have been heard in the segment
- g. The instructor also asks specific questions pertaining to the story, the characters and the plot to ensure that students are understanding the audio portion
- h. After a thorough discussion, the instructor plays the segment for the fourth time to encourage the students to pick up any vocabulary and grammar they were unable to comprehend previously

²⁶Wyatt, Wendy. 2005. *Creating a Lesson in Audio*. www.yattagc.k12.va.us (accessed November, 2005).

- i. The instructor follows up the listening portion of the lesson with a reading activity. Students will get into groups of three and read through the script, having the opportunity to play the role of the characters in the story
- j. This activity gives the students the chance to practice their reading and speaking skills. Each group will perform the segment in front of the class
- k. For a homework activity, the students write the next chapter in the story. At the end of this lesson, students will have practiced their listening, speaking, reading and writing skills.

B. The Relevant Research

1. Masykuriyah, Hikmatul, 2009, *The Influence of Audio Lingual Method in Teaching Speaking Especially in Pronunciation to The First Grade Students of SMP Negeri I Sedati*. Advisor: Wahyu Kusumajanti, M.Hum. This thesis is the result of the observation to answer the questions of.- How does the teacher apply the Audio Lingual Method in teaching speaking especially in pronunciation and what is the influence of the Audio Lingual Method to the students' ability in pronunciation. The data are arranged by classroom observation and analyzed by describing the data (descriptive qualitative).²⁷

The research concludes that the steps that the teacher applies Audio Lingual Method are rarely similar to the concept of teaching with Audio Lingual Method. The differences are the teacher combines the Audio Lingual Method with multimedia and CD lesson in the teaching-learning process. The teacher takes the native voice by CD lesson. The teacher uses drilling to teach. The teacher gives the students sentences with the same pattern. The kinds of drilling that the teacher uses are repetition. The teacher asks the

²⁷Masykuriyah, Hikmatul, 2009, *The Influence of Audio Lingual Method in Teaching Speaking Especially in Pronunciation to The First Grade Students of SMP Negeri I Sedati*. Advisor: Wahyu Kusumajanti, M.Hum. (accessed December, 2009)

students to repeat and practice the native from the CD lesson. The teacher asks the students to repeat the sentences until they can pronounce correctly. The interest for the students is, the CD lesson that the teacher uses contains of pictures that can be seen by the students on the screen, and the students can choose the theme that they will learn and practice.

From the pronunciation test that the writer does to the students, the students' score after getting Audio Lingual Method is higher than after doing the teaching-learning process without Audio Lingual Method. It means that the Audio Lingual Method influences the students' pronunciation ability. And with the teacher teaching system, the students can enjoy the teaching-learning process.

2. Zalia utami in her research *"The Application Of Bottom-Up And Top-Down Technique In Teaching Listening Comprehension At The Second Year Of MAN I Pekanbaru "*. This research is a descriptive research. This research aims to find out the level of application of bottom-up and top-down technique in teaching listening comprehension. Besides, this research also aims to investigate the factors that influence the application of bottom-up and top-down technique in teaching listening comprehension at the school. The writer took 3 teachers who taught English at the second year of MAN 1 Pekanbaru. He found that the application of bottom-up and top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru categorized enough.²⁸

Based on the two relevant researches above, the writer conducts a research entitled "The Effect of Using Audio Segment Toward Listening Comprehension of The Second Grade Students at State SMA Muhammadiyah Pekanbaru"

C. The Operational Concept

Operational concept is necessary to clarify briefly the variable used in this research.

²⁸Zalia Utami, *The Application Of Bottom-Up And Top-Down Technique In Teaching Listening Comprehension At The Second Year Of MAN I Pekanbaru* , (unpublished, 2010)

There are two variables which in this research, they are independent or X variable which in this research is The Effect of Using Audio Segment. And the other is dependent or Y variable of this research is the students' listening comprehension. To measure each variable the writer identifies them in some indicators as follows:

1. Indicators of Audio Segment are:²⁹

- a. The teacher plays the Audio Segment and has students simply listen. After listening to the audio, the students write a summary in English.
- b. The teacher re-plays the segment and has students listen again.
- c. The teacher discusses the listening segment with the class and gives the students the opportunity to discuss their comprehension.
- d. The teacher allows the students to ask questions pertaining to the grammar and vocabulary that is heard in the segment
- e. The teacher also asks specific questions pertaining to the story, the characters and the plot to ensure that students are understanding the audio portion
- f. The teacher plays the segment a fourth time to encourage the students to pick up any vocabulary and grammar they are unable to comprehend previously
- g. The teacher follows up the listening portion of the lesson with a reading activity.

2. Students' listening comprehension (Y Variable)³⁰

- a. The students are able to identify the topic of the monolog text that they have heard
- b. The students are able to identify specific information of the monolog text that they have heard
- c. The students are able to identify the purpose of the monolog text that they have heard

²⁹Wyatt, Wendy. 2005. *Creating a Lesson in Audio*. wwyatt@gc.k12.va.us (accessed November, 2005).

³⁰English Syllabus of SMA Muhammadiyah Pekanbaru

- d. The students are able to identify the argument of the monolog text that they have heard.

D. Assumption and Hypothesis

1. The assumption

In this research, the writer assumes that the students' listening comprehension before and after giving treatment for both experiments and control groups will show the different result. The score of students listening comprehension in experimental group will higher than score of students listening comprehension in control group. Audio Segment will show positive increase in students listening comprehension.

2. The Hypothesis

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

- 1. H_01** : There is no significant difference of listening comprehension pre-test mean score between experimental class and control class of the second grade students at SMA Muhammadiyah Pekanbaru
- 2. H_a2** : There is significant difference of listening comprehension post-test mean score between experimental class and control class of the second grade students at SMA Muhammadiyah Pekanbaru
- 3. H_03** : There is no significant difference of using Audio Segment on students' listening comprehension pre-test and post-test mean score on narrative text of the second grade students at SMA Muhammadiyah Pekanbaru