

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Listening Comprehension

According to Field listening is a skill which impacts in specific ways upon the classroom context in general and upon in individual learner in particular.¹ Listening is assuming greater and greater importance in foreign language classrooms. Rost as quoted by David Nunan stated that listening is vital in the language, because it provides input for the learner.² From the definitions above, it can be concluded that the students have information from listening that makes them prepare before they are reading something or conversation. In other words, listening becomes a greater important skill in foreign language classroom. Students can get knowledge and understand about the language by listening.

In addition, Nation and Newton stated that the early language development depends on listening.³ Learners can get the knowledge or message from the teacher if they pay attention to listen to the teacher. So that, they can understand language well to become good listeners.

Listening is an activity that involves students to hear the main aspect. It is also a way to get information from the speaker, that will say or transfer

¹John Field, *Listening in the Language Classroom*. (Cambridge: Cambridge University Press, 2008), p. 56.

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

³I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (Madison Ave: Routledge, 2009), p. 37.

information. It is supported by Nunan who stated listening is an active, purposeful process of making sense of what listener hears. It requires a person to receive and understand incoming information (input).⁴

Listening is one of the ways to get information. As Brown says listening is an activity to put the information the people have heard.⁵ It means that listening is an important skill for students especially in teaching and learning process. By listening something, they get the important information from electronic media or someone.

According to Richard, listening is vital in the language, because it provides input for the learner.⁶ So that, students should master the listening skill to help them master the language. The most fundamental aspect of comprehension is the integration of the information from the text with information already known by the listener. Therefore, this skill helps the students develop other skills of English, like speaking, writing and reading skills. Listening is an activity that involves students' hearing as the main aspect. It is also a way to get information from the speaker, that will say or transfer the information.

In communication, listening is placed on the important thing, because it will determine the success of communication. By good listening, of course listener can get good information. People use this listening activity in every

⁴David Nunan, *Practical English Language Teaching*. (Avenue: the McGraw-Hill Companies, 2003), p. 24.

⁵Gillian Brown, *Listening to Spoken English (2nd Ed)*. (London: Pearson Education, 1990), p. 148

⁶Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), p. 238

time they communicate in daily life. As Hasibuan and Ansyari stated that Listening is language modality that is used most frequently. It has been estimated that adults spend almost half their communication time in listening, and students may receive as much as 90% in school information through listening to instructors and to one another.⁷ So that listening includes in the most important skills that should be mastered, because if the students do not have good comprehension in listening, they will get difficulties in comprehending language.

Vallet states that the skill of listening needs proficiency in three areas:⁸

1. Discrimination: Students should be able to differentiate between a pair of words that have similar sound such as seat and sit or beat and bit. The students who have good knowledge of structure and vocabulary will be able to discriminate troublesome phonemes.
2. Retention: The students who give certain meaning to the word increase the students retention span.
3. Comprehension: The main object of listening test is to evaluate the students comprehension. Their degree of comprehension will depend on his ability to discriminates phonemes, understand stress and intonation pattern, and retain what he has heard.

⁷Kalayo Hasibuan and M Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Aaf Riau Graha Press, 2007), p.89.

⁸I.S.P Nation and Jonathan Newton. Op. Cit. p. 10-11

B. The Students Listening Comprehension

The goal of teaching listening is communicative interaction. Where, learners are able to identify, comprehend and respond what the interlocutor have said. So, the main function of listening in second language learning is to facilitate understanding of spoken discourse. In the other hand, from communicative interaction process, the learners are able to get information well.

Based on the syllabus contained in School Based Curriculum, listening is also a prominent skill that has to be mastered by the students. In listening skill, the students must be able to respond the meaning of short functional text and monolog accurately in daily life.

The instructional outcome of listening skill especially for the second year of Senior High School in the first semester is as follows:⁹

⁹Depdiknas.Silabus Mata Pelajaran Pendidikan Bahasa Inggris. 2006,p.1-4

Table II
Instructional Outcome of Listening in School Based Curriculum

Standard Competence	Basic Competence	Material
Listening: Understand the meaning of short functional text and monolog of reports, narrative, and analytical exposition accurately in daily life	Identify the meaning of short functional text and monolog accurately in daily life in form of reports, narrative, and analytical exposition.	<p>Report Text monolog: Jaguar Although jaguar doesn't live in asia, it is famous there.....</p> <p>Narrative Text monolog: Cinderella Once upon a time, there was a pretty girl, her name was Cinderella.....</p> <p>Analytical Exposition: Text monolog: Is Smoking Good for Us? Before we are going to smoke, it is better to look at the fact.....</p>

At the end of English course, the second year students of Senior High School are hoped to be able to reach these instructional outcomes. Based on the instructional outcomes above, there is one basic competence that should be achieved by the second year students of Senior High School. Students are able to respond the meaning of short functional text and monolog accurately in daily life in form of reports, narrative, and analytical exposition. But, writer focuses on narrative text.

C. The Factors Influencing Students Listening Comprehension

There are some factors that may have influence in listening. Brown states that there are eight factors in listening process:¹⁰

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 comprehend.
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 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 very influencing and it is 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 monologue or dialogue.

¹⁰Brown, *Language Assessment Principle and Classroom Practices*. (San Fransisco: Addinson Wesley Longman, 2003), p. 122.

6. Rate of Delivery: The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that are used by speaker is more crucial and easy to comprehend the information.
7. Stress, Rhythm, and Intonation: We can comprehend the spoken language easily if there is any stress, rhythm, and intonation. We can understand whether it is question, statement or emphasis.
8. Interaction: Learning to listen is also learning to respond. The learners have to understand that good listeners in a conversation are good responders. To get respond actively from the students or listener, the teacher needs good strategy and it makes them understand the material clearly.

D. The Nature of Over to You Strategy

Successful listening can also be felt in terms of the strategies the listener uses when listening. Listener focuses on how to listen and raises the issues of listening strategies. A strategy can be thought of as the way in which a learner approaches and manages a task, and listeners can be taught effective way of approaching and managing their listening.

Over to You is the innovative strategy that ensures students will learn to communicate in real-world situations by predicting the questions that students hope to answer.¹¹ This is a good strategy that can help students to improve their listening ability. This strategy is very simple and easy we use to

¹¹Bess Bradfield, *Successful Communication and Effective Learning*, <http://www.oupe.es/es/ELT/UpperSecondary/overtoyou/overtoyou1/Paginas/overtoyou1.aspx>. retrieved on 10 July 2014.

teach in classroom, especially in senior high school. It was introduced by Goodith White in 1998. The aim of Over to You strategy is to show students how they can control the tape recorder or video, to give students confidence in asking for clarification and to diagnosing the listening problem.¹² So that, this strategy is very good for the students to upgrade their comprehension in listening. By using this strategy, teacher will be able to diagnose very clearly what the students find difficult in the listening passage. Then, teachers are easier to solve the students problem in listening session.

According to Maley and Duff, this strategy offers an array of fresh and original activities for helping students learn to listen.¹³ This implies an increased level of responsibility for their own listening development. It also helps to change them as passive to be active participants in the process of learning and makes the listening more personal to them. There is also a greater emphasis on reflecting on the process of listening as it is unfold in the activities, and on feeding the results of this reflection back into further work. The integration of listening with the other language skills is also given due attention.

In addition, Hadfield stated that the aim of this strategy to help students become aware of the need to listen to each other, and to create situations

¹²Goodith White, *Resourch Book for Teachers: Listening*. (Oxford: Oxford University Press, 1998), p.21

¹³Allan Maley and A Duff, *Resourch Books for Teachers: Literature*. (Oxford: Oxford University Press, 1998), p. 133

where they have to listen closely to other person.¹⁴ So that, by using this strategy, teacher knows the students need to listen.

E. Using Over to You Strategy Toward Students Listening

Comprehension

According to White, there are some procedures of using over to you strategy, they are:¹⁵

1. Tell the students briefly about the topic of the passage they are going to hear.
2. Ask the students to think about some questions they hope to answer when they listen.(In their mind)
3. Teacher will stop and replay the tape when the students ask for it.
4. Ask the students to listen with their eyes closed. Explain that it will help them to concentrate better; it will also mean that they are not affected by what other people think.
5. Tell them that if they do not understand something while they are listening, they should put their hands up.
6. The students listen and try to find the answer of the questions.
7. Discuss the answer of the questions.

¹⁴Jill Hadfield, *Classroom Dynamics*. (Oxford: Oxford University Press, 2000), p.127.

¹⁵Goodith White. Op. Cit. p.40

F. Relevant Research

Relevant research is observing some previous research conducted by other researchers in which they are relevant to the research we are conducting. Reviewing the relevant research is intended to avoid the plagiarism toward the design and the finding of the previous research¹⁶.

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

1. Research was conducted by Ammas Humam entitled Improving Students Listening Skill by Using Over to You Strategy at the Second Year Students of MA Pancasila Bengkulu.¹⁷ The problem of this research was how to improve students listening skill by using over to you strategy. The subject was the second year students of Madrasah Aliyah (MA) Pancasila Bengkulu 2008/2009 academic year that consisted of 18 students. He found that was a significant effect of using over to you strategy to improve students listening skill at the second year students of MA Pancasila Bengkulu.
2. Research was conducted by Dian Reza entitled Improving Students Listening Comprehension by Using Over to You Strategy at the Second Year Students of SMAN 12 Jakarta.¹⁸ The problem of this

¹⁶M. Syafi'i, et al, *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 122

¹⁷<http://ammashumam.blogspot.com/2010/03/improving-students-listening-skill-by.html>. Retrieved on 11 July 2014.

¹⁸<http://Dianreza.blogspot.com/2009/03/improving-students-listening-comprehension-by.html>. Retrieved on 15 July 2014.

research was how to improve students listening comprehension by using over to you strategy. The subject was the second year students of SMAN 12 Jakarta 2009/2010 academic year. The population was 282 students from 4 classes. She used proporsional random sampling to get the sample. She took 67 students as sample. She found that there was a significant effect of using over to you strategy to improve students listening comprehension at the second year students of SMAN 12 Jakarta.

G. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation about the research. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variables.

There are X and Y variables in this research. Using over to you strategy is variable x and the effect to the students listening comprehension as variable y. The indicators compared are about students listening comprehension before and after using over to you strategy as follows:

1. Indicators of variable X or the use of over to you strategy:
 - a. Teacher tells the students briefly about the topic of the passage they are going to hear.

- b. Teacher asks the students to think about some questions they hope to answer when they listen.(In their mind)
 - c. Teacher will stop and replay the tape when the students ask for it.
 - d. Teacher asks the students to listen with their eyes closed. Explain that will help them to concentrate better; it will also mean that they are not affected by what other people think.
 - e. Teacher tells the students that if they do not understand something while they are listening, they should put their hands up
 - f. Teacher asks the students to listen and try to find the answers of the questions.
 - g. Teacher asks the students to discuss the answers of the questions.
2. Indicators of variable Y or students listening comprehension:
- a. The students are able to identify the topic of a short functional text heard.
 - b. The students are able to identify the generic structure of a short functional text heard.
 - c. The students are able to identify specific details containing the characters included in functional text heard accurately.
 - d. The students are able to identify specific information of functional text heard.
 - e. The students are able to identify moral values implied in the story.

H. The Assumption and The Hypothesis

1. The Assumption

In this research, the researcher assumed that the result of this research shows there is a significant effect of Over to You strategy to improve students listening comprehension.

2. The Hypothesis

Ho: There is no significant effect on students listening comprehension taught by using and without using Over to You strategy at SMAN 2 Rambah Hilir Rokan Hulu.

Ha: There is a significant effect on students listening comprehension taught by using and without using Over to You strategy at SMAN 2 Rambah Hilir Rokan Hulu.