

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Framework

##### 1. The Nature of Listening Comprehension

Listening comprehension is a key initial step in communication. Students will be able and better in communication when they were understand what their were being speak. So that they will know the characteristics of the target language in four skills. It means that the students will be able in communicating when they are good in listening. John Flowerdew and Lindsay Miller stated that the nature of listening comprehension is also now better understood. Earlier views of listening saw it as the mastery of discrete skills or micro skills, which formed the focus of teaching and testing. Here means that in the past listening comprehension is hard to understand because of some reason such lack of strategy or etc.<sup>1</sup>

Kline added that listening comprehension is further an active process involving receiving, attending, understanding, responding, and remembering.<sup>2</sup>

- a. **Receiving** is listeners received the vocal message and visual stimuli from speakers including facial expressions, gestures, and movements.
- b. **Attending** is brain screens stimuli and permits only a select few to come into focus.
- c. **Understanding** is to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceive

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<sup>1</sup> John Flowerdew and Lindsay. Miller, *Second Language Listening Theory and Practice*, Cambridge University Press 40 West 20th Street, New York, NY 10011-4211, USA, 2005. p.ix

<sup>2</sup> Kline. *Listening Effectively*. Alabama: Air University Press. 1996, p. 15

**d. Responding** is a form of feedback that completes the communication transaction

The process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focused on the role of individual linguistic units ( phonemes, word, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom up processing.<sup>3</sup>

For bottom-up refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization—sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding. Teaching bottom-up learner should have many vocabularies and has a good knowledge in processing bottom-up.<sup>4</sup>

Top-down processing, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge.<sup>5</sup> Top-down processing develop the learner's ability to do the following :

- a. Use key word
- b. Infer the setting for a text
- c. Infer the role of the participants and their goals

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<sup>3</sup> Jack C. Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition, New York: Pearson Education. 2002, P.313

<sup>4</sup>Jack C. Richards. *Teaching Listening and Speaking From Theory To practice*. Cambridge University press: New York. 2008, p.4

<sup>5</sup> Ibid, p. 7

- d. Infer cause and effects
- e. Infer unstated details of situation
- f. Anticipate questions related to the topic or situation

To listen successfully to spoken language, the listener needs to be able to work out what speakers mean when they use particular words in particular ways on particular occasion. Thus, Listening Comprehension is needed very much in communication and understanding what the speaker or native speaker said. 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. Approaches that gave more importance to listening were based on different ideas. Nord expressed this view clearly:<sup>6</sup>

some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this "cognitive" map in the mind. To do this, they feel, the best method is to practice meaningful listening.

In this view of language learning, 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 build up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skill. Listening is generally recognize to be the skill we use most in our daily lives., but is the one which receives the least attention in the classroom, despite

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<sup>6</sup> I. S. P. Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. New York : Routledge. 2009, p.38

the fact that many EFL students say they find listening the most difficult of the four skills.

According to Henry, listening is an activity process in hearing the oral symbols with full attention, understanding application and interpretation to get the information, catching the content or message, and understanding the meaning of communication which is said by speaker.<sup>7</sup>

Underwood, listening is paying attention to and trying to get meaning from something we hear<sup>8</sup>. From this meaning, we conclude that listening is a conscious activity. It involves a deep understanding of meaning that are sent to us in the form of sounds, word and sentences and these have to be processed by the brain.

Based of the explanation above, it is clear that listening comprehension is an active process where the listener should know what sound is, source, topic, meaning and so forth are. So, listeners should use their brain for thinking. Listening comprehension is not like listening only without understanding.

As a learner, many possible activities that can be done in learning. There are some characteristics of good learner.<sup>9</sup>

- a. Pays attention
- b. Does homework
- c. Cooperates
- d. Asks Questions

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<sup>7</sup> Henry Guntur Tarigan. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung, 2008, p.31

<sup>8</sup> Mary Underwood. *Teaching Listening: Longman Handbooks for Language Teachers*. New York: Longman Inc. 1989, page.1

<sup>9</sup> Anna Uhl Chamot, and Sarah Barnhardt, et al. *The Learning Strategies Hand Book*. New York: Longman. 1990, p.53

- e. Independent
- f. Listen to teacher and classmates
- g. Active in the calss

It is clear that from those characteristic of language learners above, the students find various ways that can be done usefully by them to do something. Activities are important for students in learning, because this is a part of learning process. It means that if the students can pay attention in their listening activities, they will improve thier awareness, and therefor the processing of their listening comprehension.

## **2. Student's Listening Comprehension**

According to school based curriculum (KTSP), listening is taught through genre text. In syllabus, the basic competence of listening, especially for the eleventh grade, the students are required to comprehend meaning of short functional text and essay namely narrative, report, analytical exposition accurately, fluently, and acceptable in meaningful context of daily life. In this research, students listening comprehension focuses on comprehending narrative text only.

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. A narrative text is texts amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>10</sup>

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<sup>10</sup> Abdul Rahmad. <http://abdar-ielc.blogspot.com/2012/06/v-behaviorurldefaultvmlo.html>. retrieved on May, 23<sup>th</sup> 2013

Moreover, the students' listening comprehension in this research is assessed by using the indicators of listening comprehension of the text related to their study. According to Hughes, because listening is a receptive skill, the testing of listening parallels in most ways the testing of reading. As with the other skill, the specifications for reading test should say what it is candidates should be able to do.<sup>11</sup> Listening comprehension can be categorized into two: monologue text listening and conversational listening. Weir and Buck classified indicators of monologue text listening into five classifications.<sup>12</sup> They are such as:

- a. Ability to listen for the gist.
- b. Ability to listen for main idea(s) or important information.
- c. Ability to distinguish supporting details, or examples.
- d. Ability to listen for specific including recall of important details.
- e. Ability to determine a speaker's attitude or intention towards a listener or a topic.
- f. Ability to make inferences and deductions.

In classroom materials varieties of strategies and techniques are used to practice listening as comprehension. These include:<sup>13</sup>

- 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

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<sup>11</sup> Arthur Hughes. 2003. *Testing for Language Teacher: Second Edition*. Cambridge: Cambridge University Press.

<sup>12</sup> Gary Buck, *Assessing Listening*, (Cambridge: Cambridge University Press, 2001), p. 54

<sup>13</sup> Richards, Jack. C. *Op. Cit.*, p. 14

### 3. The Factors Influence Student's Listening comprehension

Factor of listening comprehension are influence students ability in listening. According to Brown there are 8 factors should be taken as consideration in listening comprehension are:<sup>14</sup>

- a. Clustering
- b. Redundancy
- c. Reduced forms
- d. Performance variabel
- e. Colloquial language
- f. Rate of delivery
- g. Stress, rhythm and intonation.
- h. Interaction

### 4. The Indicators of Listening Comprehension

Indicators of listening comprehension:<sup>15</sup>

- a. The students are able to identify the main idea of the monologue text listened accurately.
- b. The students are able to identify the figure of story of the monolgue text listened accurately.
- c. The students are able to identify incident from the text of the monolgue text listened accurately.

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<sup>14</sup>H. D Browns, *Teacing principle*, slide by daniel back. Aka samuraiTheologian. Akasamuraitheologian@gmail.com

<sup>15</sup> Syllabus SMA. 2013, p.22

- d. The students are able to identify the case of the monologue text listened accurately.
- e. The students are able to identify arguments of the monologue text listened accurately.

## 5. The Nature of Inference Strategy

Inference strategy is the techniques that provide information and thought for understand. It is a powerful technique to create comprehension to fill the gaps and guess the general meaning of the text. In accordance with the idea stated above, Chamot, explain “inference involves guessing the meaning of unfamiliar language based on what you know”<sup>16</sup>. Beers in Michela kopitski, “An inference is the ability to connect what is in the text with what is in the mind to create an educated guess”.<sup>17</sup> Students may be able to evaluate the usefulness of a strategy for a particular task such as inferencing for reading but still not automatically transfer this strategy to another type of task, such as listening. Even though inferencing work as well for listening.

Inference is a skill that all listeners need in order to comprehend text. In order to figure out necessary information that the author does not explicitly tell the listener. Making inferences focuses on the way in which, having decided what the message form is (or, more probably, while arriving at this), the competent listener knows a good deal more than is actually specified in the message. Whether or not the native listener goes on to activate all this extra knowledge will depend on its relevance in the context of use.<sup>18</sup>

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<sup>16</sup> Anna Uhl Chamot, and Sarah Barnhardt, et al. *The Learning Strategies Hand Book*. New York: Longman. 1990, p.19

<sup>17</sup> Michela Kopitski. *Exploring the Teaching of Inference Skills*. Hamline University, Saint paul: Minnesota. 2007, p.17

<sup>18</sup> Gillian Brown, *listening to spoken english*, second edition. Longman Inc United States of America, New York, 1990, p.155



Jhon Field also point out that a listener has to form inferences about the raw information in the proposition in order to arrive at the speakers intended meaning.<sup>19</sup>

Inference is a difficult skill because there are numerous types of inferences that listener need to make. Some inferences are grammatical, such as recognizing the antecedents for pronouns. Other inferences help the listener to identify author's biases, provide details about the setting, or figure out the meaning of an unknown word. There are many types of inferences that are crucial in helping the listeners comprehend the task. The listener may need to develop details or explanations about particular events, understand characters' beliefs, or offer conclusions based on facts presented in the text. These particular inferencing skills are necessary for everyday listening activity.

## **6. Using Inference Strategy Towards Student's Listening Comprehension**

The listening process involves four basic steps:<sup>20</sup>

- a. Receiving the message
- b. Interpreting the message
- c. Evaluating the message
- d. Responding the message

Step 1 : Receiving the message

The students use sense of hearing that includes words, vocal tones, noises. And then the students use sense of sight that includes actions, facial gestures, body language, environment.

Step 2 : Interpreting the message

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<sup>19</sup> Jhon Field. *Listening in the Language Classroom*. Cambridge University Press: New York. 2009, P.212

<sup>20</sup> Santiago, Shirley. *Learning to listen*. New york: PCUPR. 2010 pages1

The students making sense of or understanding what they hear. First, the students try to get the general idea by determining the speakers who is involved. Next, the students needs understanding the context what is the situation, message or problem. Finally, the students finds the setting when is the time and where is the place. In order to interpret the message, the teacher need to provided guided practice by using short nonfiction and fiction text to introduce inference strategy. When the students listen accurately, try to interpret the message and used what they know and write down the key word to inferred meaning comprehension:<sup>21</sup>

- a. Making inferences and deductions based on the information in the text.

Making inferences means choosing the most likely explanation from the facts at hand. For example, the students will have to look carefully at the question and at the multiple choice options available before they try to deduct the correct answer. Although the student will have to infer the solution, the situation or the supporting facts will clearly exclude the distractors.

- b. Determining a speaker's attitude or intention towards a listener or topic can be identified through listening for gist or by paying attention to voice quality, intonation or paralinguistic features.
- c. Relating utterances to their social and situational contexts can also be achieved without even having to think about the content of the text especially if the background noises back up the situation. It will be necessary to listen to the content of the input text in order to identify the social and situational context.

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<sup>21</sup> Claudia Mewald, and Otmar Gassner, et al. *Testing Listening (Specifications for the E8-Standards Listening Tests)*. LTC Technical Report 3. Klagenfurt University, Austria. 2007, p.10

- d. Recognising the communicative function of utterances requires the students to infer the communicative function of the input text. It will be helpful for the listener to understand the most common words identifying communicative functions.

Step 3 : Evaluating the message.

Step 4 : Responding to the message (Feedback).

Furthermore, Berman pointed out that some questions you hear in the Interactive Listening section are *inference* questions. An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if we understand all the words in a listening segment, we still may not have complete comprehension.

Here are two ways to improve your inference skills:<sup>22</sup>

- a. Review your pre-listening strategies carefully and apply them:

Inferences are largely based on background knowledge. The more you know about the subject and the more you have predicted about the listening passage, the better able you will be to make inferences.

- b. Trust your instincts and do not be afraid to guess!

If you guess wrong, try to determine why you were wrong and move on that is what learning is all about.

Inferred meaning comprehension includes implicit understanding and drawing inferences from input texts, the information is not clearly stated and the answer therefore

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<sup>22</sup> Michael Berman. *Advanced Listening : Listening strategy guide*. DynEd Internasional. 2002, p.10

requires more careful listening. Inference means going beyond the surface information to see other meanings which are nowhere explicitly stated in the text. The students will listen for gist to activate their background knowledge of the topic to anticipate the content of the input text and the possible solution to identify the appropriate listening strategies. The quicker students are able to achieve this, the better their chances to focus on the correct part of the input text. These cognitive and strategic processes contribute to successful inferred meaning comprehension.<sup>23</sup>

Making inferences means choosing the most likely explanation from the facts at hand, it may be helpful for the students' to know that they make Inferences every day. If they infer that something has happened, they do not see, hear, feel, smell, or taste the actual event. However, from what they know about the event, it makes sense to assume that it has happened.

## **B. Relevant Research**

Relevant research requires some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, the writer has to analyze what point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. Research from Weni Oktasuida, in 2011, Weni conducted a research entitled “ The Effect of Using Keyword Strategy Toward Listening Comprehension of The Second Year Students’ At State Senior High School 1 Bangkinang Kampar Regency ”. The design of the research is quasi experimental research type Non-equivalent Control Group Design. In this research, the writer will assign intact

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<sup>23</sup> Claudia Mewald, and Otmar Gassner, et al. *Testing Listening (Specifications for the E8-Standards Listening Tests)*. LTC Technical Report 3. Klagenfurt University, Austria. 2007, p.10

group the experiment and control group, administer a pretest to both group, giving treatment for experiment group only, and then the writer administer a posttest to assess the difference between the two group.<sup>24</sup>

2. Research from Erma Damayanti, in 2010, Erma conducted a research entitled “ The Effect of Prediction and Inference Strategy Mastery Toward Reading Comprehension at The Second Year Students’ of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. The design of the research is correlation research.<sup>25</sup>

Accordingly, the writer conclude that inference has positive effect for students skill in english study.

### **C. Operational Concept**

The indicators of variable X (Inference Strategy) and Y (Listening Comprehension) :

1. Indicators of variable X (inference Strategy) :

Step 1 : Receiving the message

The students use sense of hearing that includes words, vocal tones, noises. And then the students use sense of sight that includes actions, facial gestures, body language, environment.

Step 2 : Interpreting the message

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<sup>24</sup> Weni Oktasuida. The Effect of Using Keyword Strategy Toward Listening Comprehension of The Second Year Students’ At State Senior High School 1 Bangkinang Kampar Regency. (Pekanbaru: Unpublished Thesis), 2011

<sup>25</sup> Erma Darmayanti. The Effect of Prediction and Inference Strategy Mastery Toward Reading Comprehension at The Second Year Students’ of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau, 2010

The students making sense of or understanding what their hear . First, the students try to get the general idea by determining the speakers who is involved. Next, the students needs understanding the context what is the situation, message or problem. Finally, the students finds the setting when is the time and where is the place. In order to interpret the message, the teacher need to provided guided practice by using short nonfiction and fiction text to introduce inference strategy. When the students listen accurately, try to interpret the massage and used what they know and write down the key word to inferred meaning comprehension:<sup>26</sup>

- a. Making inferences and deductions based on the information in the text.

Making inferences means choosing the most likely explanation from the facts at hand. For example, the students will have to look carefully at the question and at the multiple choice options available before they try to deduct the correct answer. Although the student will have to infer the solution, the situation or the supporting facts will clearly exclude the distractors.

- b. Determining a speaker's attitude or intention towards a listener or topic can be identified through listening for gist or by paying attention to voice quality, intonation or paralinguistic features.
- c. Relating utterances to their social and situational contexts can also be achieved without even having to think about the content of the text especially if the background noises back up the situation. It will be necessary to listen to the content of the input text in order to identify the social and situational context.

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<sup>26</sup> Claudia Mewald, and Otmar Gassner, et al. *Testing Litening (Specifications for the E8-Standards Litening Tests)*. LTC Technical Report 3. Klagenfurt University, Austria. 2007, p.10

- d. Recognising the communicative function of utterances requires the students to infer the communicative function of the input text. It will be helpful for the listener to understand the most common words identifying communicative functions.

Step 3 : Evaluating the message.

Step 4 : Responding to the message (feedback).

2. Indicators of variable Y ( Listening comprehension) :

- a. The students are able to identify the main idea of the monologue text listened accurately.
- b. The students are able to identify the figure of story of the monologue text listened accurately.
- c. The students are able to identify incident from the text of the monologue text listened accurately.
- d. The students are able to identify the case of the monologue text listened accurately.
- e. The students are able to identify arguments of the monologue text listened accurately.

## **D. The Assumption and Hypothesis**

### **1. Assumption**

In this research, the writer assumes that :

- a. The students listening comprehension on monologue text before teaching by using inference strategy is various.
- b. The students listening comprehension on monologue text after teaching by using inference strategy.

c. The better inference strategy is applied the better students listening comprehension.

## **2. The Hypothesis**

Based on assumption above, the hypothesis for this research can be formulated as follow:

$H_0$  (1): There is no significant difference of listening comprehension before being taught by using Inference Strategy for experimental class and without using Inference Strategy for control class of the eleventh grade students at SMAN 2 Bangkinang.

$H_a$  (1): There is significant difference of listening comprehension before being taught by using Inference Strategy for experimental class and without using Inference Strategy for control class of the eleventh grade students at SMAN 2 Bangkinang.

$H_0$  (2): There is no significant difference of listening comprehension after being taught by using Inference Strategy for experimental class and without using Inference Strategy for control class of the eleventh grade students at SMAN 2 Bangkinang.

$H_a$  (2): There is significant difference of listening comprehension after being taught by using Inference Strategy for experimental class and without using Inference Strategy for control class of the eleventh grade students at SMAN 2 Bangkinang.



$H_0$  (3): There is no significant effect of using Inference Strategy toward listening comprehension of the Eleventh Grade Students at SMAN 2 Bangkinang Kampar Regency.

$H_a$  (3): There is significant effect of using Inference Strategy toward listening comprehension of the Eleventh Grade Students at SMAN 2 Bangkinang Kampar Regency?