

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Listening

Listening is assuming greater and greater importance in foreign language classroom. Rost as quoted by David Nunan states that listening is vital in the language, because it provides input for the learner. In addition, I.S.P Nation states that the early of language development are depend on listening.<sup>1</sup>Learner can acquire the knowledge or message from the teacher if they pay attention to listen to the teacher. According to Longman, listening is the process of understanding speech in a first or second language.<sup>2</sup>It means that listening is the activity of hearing to the sound. 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.<sup>3</sup> In conclusion, listening comprehension is ability of a person in understanding the message and giving respond what they have heard.

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<sup>1</sup> I.S.P Nation and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking*, New York: Roulledge, 2009, p.37

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

<sup>3</sup> John Field, *Listening in the Language Classroom*, USA:Cambridge University Press,2008, p.56

In addition, Murphy<sup>4</sup> also says that there are three activities for listening, they are:

1. Hearing to what is being communicated
2. Storing and correlating the information
3. Reacting

These three stages explain about the process of listening. First, one hear what is being said by other people, then store it to brain and analyze the information and the last is react of the information. One can react the information that he heard well will called good listener.

As a foreign language listener, it is very important how to be a good listener. It is a real that many foreign language listeners do not understand how to attain it. There are some important element should be done when they are listen a second or foreign language. They should be able to understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquical vocabulary and understanding different accent.

Vallet<sup>5</sup> states that the skill of listening need proficiency in three areas:

1. Discrimination

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<sup>4</sup> Murphy, 1994; in Sulatin, *A Descriptive study on the ability of Listening Comprehension at the third year students of State Islamic University of Suska Riau* (unpublished Thesis, 2003), p.8

<sup>5</sup>Vallet, 1967;in Sulatin, *Ibid* p.10-11

Students should be able to differentiate between a pair of words that have similar sounds such as seat and sit or beat and bit. The students who have a good knowledge of structure and vocabulary will be able to discriminate between some phonemes.

## 2. Retention

The students who are given a certain meaning to the word will remember it more easily. It means by imposing a certain meaning to the word can increase students' retention span. It can help students retain longer sentences.

## 3. Comprehension

The main object of listening tests is to evaluate the students' comprehension. Their degree of comprehension will depend on their ability to discriminate phonemes, understand stress and intonation patterns, and retain what they have heard. In other words, comprehension is the ability to understand something. The students should have the ability to understand about all of the skills, especially in listening. The students cannot respond to anything and also there is something that has happened in their communication. So, understanding in all of the English skills should be mastered by the students.

## 2. Factors influencing in Listening Comprehension

There are some factors may influence in listening. Brown<sup>6</sup> states that there are eight factor in listening process:

**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 comprehended.

**2. Redundancy:** In spoken language such as conversation, we always find redundancy of words, like repeatations, elaborations, and insertions of “I mean”. This redundancy may help us as 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 is very influence and it’s be a significant difficulties especially for the learners.

**4. Performance Variable:** In spoken language except for planned discourse, hesitation, false stars, 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 monolog or dialogues.

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<sup>6</sup> Douglas Brown, *Language AssesmentPriciples and Classroom Practices*, San Francisco State University Longman.com: 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 used by speaker is more crucial and easy to comprehension the information. In listening the hearer is not always have a chance to stop the speaker when he doesn't understand what is being said or talked.

**7. Stress, rhythm, and intonation:** we can comprehend the spoken language easily if there is any stress, rhythm, and intonation. We can understand not just the straightforward elements whether it is question, statements or emphasis but more subtle message like sarcasm, solicitation, praise, etc.

**8. Interaction:** learning to listen is also learning to respond. The learners have to understand that good listener in a conversation are good responders. They know how to negotiate meaning; to give feedback, to ask for clarification and to maintain a topic. It means that in doing interaction the listener or the student should give respond and give feedback as a way to connect communication. If there is no interaction, so respond and give feedback too.

### **3. Types of Listening Comprehension**

Designing appropriate assessment tasks in listening begins with the specification of objectives, or criteria. Those objectives may be classified in terms of several types

of listening performance. Think about what you do when you listen.<sup>7</sup> Types of listening can be seen follows:

**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 monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news item, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

**d. *Extensive.*** Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

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<sup>7</sup>Brown, 1994; in Sulatin, *Ibid* p.119-120

For full comprehension, test-takers may at the extensive level need to involve *interactive skills* (perhaps note-taking, questioning, discussion): listening that includes all four of the above types as test-takers actively participate in discussion, debates, conversations, role plays, and pair and group work.

#### **4. Listening in Language Teaching**

Based on Hornby listening comes from a verb to listen which means to make an effort to hear somebody or something.<sup>8</sup> According to Howatt and Dakin as quoted by Saricoban (2006), “listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning”. Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something. Listening ability is the ability or power to relate the sound to meaning. When a student listens to a passage means that he uses his listening ability to communicate with the passage by understanding the vocabulary spelling, grammar, and the meaning of the passage. Listening is one of the four basic skills in which student of English should be trained. Since training this skill is often neglected and the students have few opportunities to listen to English spoken in the non English speaking country, the improvement of the students’ listening comprehension will depend largely on effective teaching in the classroom. Rost stated that progress in

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<sup>8</sup>AS, Hornby. **Oxford Advanced Learner’s Dictionary**. New York: Oxford University Press, 1995, p. 687.

listening will provide a basis for development of other language skills. The statement implies that listening skill can support the students to master the other language skills.<sup>9</sup> Listening in a language teaching-learning process possesses important contributions to other major language skills and of course it must be taught in language teaching.

According to Rost, there are three stages of listening process. Those are pre-listening, while listening and post-listening. The brief explanation of those activities as follows:<sup>10</sup>

a. Pre-listening

Pre-listening can be done in variety of ways and occurs naturally when listening is part of an integrated skills course and listening task is linked to a previous content-based activity.

The pre-listening includes:

- 1). The teacher gives background information before the students listen to the text.
- 2). The students read something relevant to the topic.
- 3). The students look at the pictures that prepare them for the topic.
- 4). There is a class discussion of the topic or situation in the upcoming-test.
- 5). There is a question-answer session with the class as a whole.

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<sup>9</sup>M. Rost. *Listening Action Activities for Developing Listening in Language Teaching*. London: Prentice Hall. 1991, p. 3.

<sup>10</sup>M. Rost. *Teaching and Researching Listening*. London: Longman Group Ltd, 2002, p. 142.

- 6). The teacher gives written exercises to preview tile content.
- 7). The students go over tile procedures for the upcoming listening task.

#### b. While Listening

After the students acquire some experiences from the previous explanation about the material, the teacher can teach them through some ways, as follows:

- 1). The teacher asks the students to listen to an oral text.
- 2). The teacher read the listening twice.
- 3). The teacher asks questions about the text.
- 4). The students answer questions in their answer sheets.

#### c. Post-listening

In post-listening activities, the teacher and students discuss the text by re-read the text.

All of the activities above will serve to improve the students' knowledge and they will need to listen as accurate as possible. This statement is in line with Rost's opinion that the students will be motivated to listen and will activate what they know as they listen.

### **5. The Nature of Listening Comprehension**

The nature of listening comprehension means that the learner should be encouraged to concentrate on an active process of listening for meanings, using not only the linguistic cues but his nonlinguistic knowledge as well. He should also know

that not every clue is equally important to the message. Therefore, even when he misses a piece of language, he need not worry: there is a good chance that other clues will make him understand the message, or at least, enough of the message for his own aim. Of course, it may be that the missed item is one which completely changes the whole message. This does not concern the general point being made here; since the learner has more hope of realizing his own misunderstanding if he concentrates on the communication rather than being distracted by a sense of failure.

## 6. The process of listening comprehension

Thus, models for listening process fall into three types:<sup>11</sup>

**a. Bottom-up processing** (the first type of models) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts. Thus, phonemic units are decoded and connected to acquire them to construct words, words are connected to acquire them to construct phrases, phrases are connected to acquire them to construct utterances, and utterances are connected to acquire them to construct complete, meaningful text. That is to say, meaning is arrived at as the last step in the process. This process is closely associated with the listener's linguistic

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<sup>11</sup>XU Fang (1970- ), female, M.A., lecturer of College of Foreign Languages, Qingdao University of Science and Technology ;research field: psycholinguistics.

knowledge. However, bottom-up processing has its weak points. Understanding a text is an interactive process between the listener's previous knowledge and the text. Efficient comprehension that associates the textual material with listener's brain doesn't only depend on one's linguistic knowledge.

- b. Top-down processing** (the second type) is explained as employing background knowledge in comprehending the meaning of a message. Carrell and Eisterhold (1983, p. 557) point out that in top-down processing, the system makes general predictions based on "a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata". In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. Context and situation involve such things as knowledge of the topic at hand, the speaker or speakers, and their correlation with the situation, as well as with each other and previous events. We must realize if the incoming information the listener hears is unfamiliar to him, it can't evoke his schemata and he can only depend heavily on his linguistic knowledge in listening comprehension. Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker. Thus, only relying on top-down processing may result in the failure of comprehension.

c. **The interactive processing** (the third type) overcomes the disadvantages of bottom-up processing and top-down processing to augment the comprehension. In the early 1980s, it was the tendency that only top-down processing was acknowledged to improve second language listening comprehension. However it is now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance listening comprehension. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input.

## 7. Assessing Listening

It is probably worth mentioning again that in scoring a test of a receptive skill there is no reason to deduct points for errors of grammar or spelling, provided that it is clear that the correct response was intended.<sup>12</sup>

- a. Choose an extended recording of spoken language that would be appropriate for a group of students with whom you are familiar (you may acquire this from published materials, or you may record a

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<sup>12</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 2003, p. 170.

native speaker or something on the radio). Play a five-minute stretch to your self and take notes. On the basis of the notes, construct eight short-answer items. Ask colleagues to take the test and comment on it. Amend the test as necessary and administer it to the group of students you had in mind, if possible. Analyse the results. Go through the test item by item with the students and ask for their comments.

- b. Design short items that attempt to discover whether candidates can recognise; sarcasm; surprise; boredom; elation. Try these on colleagues and students as above.
- c. Design a test that requires candidates to draw or complete simple pictures. Decide exactly what the test is measuring. Think what other things could be measured using this or similar techniques. Administer the test and see if the students agree with you about what is being measured.

### **8. The Concept of Gossips Game**

Gossips game is one of the cooperative games that helping students to create their own language. The emphasis in the games is on successfully communication rather than on correctness of language. This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to the lesson, as a chance for students to use the

language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. This game is suitable for intermediate and upper-intermediate students. It is developed by Jill Hadfield and Goodith White. This game is a cooperative learning experience where students ask about, listen to and value what their classmates or teacher have said. It means students respond positively to bring like and being accepted respected member of class. This game can help students listen for details and familiar voices<sup>13</sup>. In addition, this game can also help students to describe something, personality, and relationships.<sup>14</sup>

The procedures of applying this game are<sup>15</sup>: (1) At the beginning of lesson, warn the class that someone may come in and that they should listen very carefully and try to remember as much as they can of what the person tells them, (2) At the time you have pre-arranged, the member of staff bursts dramatically into the classroom, tells their story, and leaves just as dramatically, (3) In pairs, the students compare what they understood and remember from what the person told them, (4) Ask the whole class to pool all the information they can remember.

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<sup>13</sup> Goodith White, *Loc. Cit*

<sup>14</sup> Jill Hadfield, *Ibid, p.47*

<sup>15</sup> Jack C. Richard and Theodore S. Rodger. *Approaches and Methods in Language Teaching*, USA: Cambridge University Press, 2001, p.198.

## 9. The Variation of Gossips Game

There are varieties of ways to set up a successful Gossips game. According to Jill Hadfield, gossips game can be made more complex and challenging<sup>16</sup>:

- a. The game may be played with 9-10 students. Photo copy a role card, a notes sheet (A) and a questionnaire (B) for each student in the class.
- b. Distribute one role card to each student in the class to acquire her with note sheet.
- c. Make sure that one of student goes to a quick-witted and imaginative student.
- d. Tell the students that they all live in the same street. They know something about some of the people in the street but not all of students.
- e. Give them some time to read and absorb the information as possible about everyone else in the street, and in particular about what is going on in the one of house.
- f. Mingle the students, spreading information/misinformation about themselves and others as widely as possible. If they hear any juicy gossip about other people, they should pass it on. If they hear any incorrect rumors about themselves, they should try to

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<sup>16</sup>Opcit, p. 8.

correct them, and stop the rumors spreading. Only one person knows what is happening in the one of house (No.4), but he/she will not tell the truth. Players may challenge anyone who sounds suspicious, if this is indeed the inhabitant of no.4 (one of people), he must then tell the truth to the challenger but the challenger must not disclose this information to any other players.

- g. Distribute questionnaire (B) when the information has circulated and ask the students to complete as much of it as they can.
- h. Go through the answers in class, giving everyone the opportunity to correct the rumors circulating about them.

## 10. Descriptive Text

Descriptive texts are the texts which are used to describe about a particular place, person or thing. Its purpose is to describe and reveal a particular person, place or thing.<sup>17</sup>

The generic structure of descriptive text usually has two components: (1) identification; identifying the phenomenon to be described, (2) description; describing the phenomenon in parts, qualities, or/and characteristic.

The descriptive text has dominant language features as follows:

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<sup>17</sup>Kusiem, (Retrieved on January 11<sup>th</sup>, 2014) <http://descriptive-text83.blogspot.com/2009/08/what-is-descriptive-text-part-2.html>.

1. Using simple present tense

For example: *is, am, are, do*, and symbolized by verb I.

2. Using action verbs

For example: *go, walk, run, swim, hit*.

3. Using passive voice

For example: *To be + V3*. The rice is eaten by me.

4. Using noun phrase

For example: *John is late* ('John' is the noun phrase functioning as the subject of the verb).

5. Using adverbial phrase

For example: the carpenter hit the nail with *a hammer*<sup>18</sup>.

6. Using attribute *has* and *have*.

7. Using general and abstract noun<sup>19</sup>.

General noun: common nouns refer to general, unspecific categories of entities. Whereas *Nebraska* is a proper noun because it signifies a specific state, the word *state* itself is a common noun because it can refer to any of the 50 states in

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<sup>18</sup> University of Victoria's English Language Centre. "Adverb Phrases" 1998, Revised 2011 (Retrieved on January 11<sup>th</sup>, 2014). <http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/advphr.html>.

<sup>19</sup> Types of nouns. (Retrieved on January 11<sup>th</sup>, 2014) <http://grammar.yourdictionary.com/parts-of-speech/nouns/Types-of-Nouns.html>.

the United States. *Harvard* refers to a particular institution of higher learning, while the common noun *university* can refer to any such institution.

Abstract noun: more ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like *freedom*, *love*, *power*, and *redemption* are all examples of abstract nouns.

*They hate us for our freedom. All you need is love. We must fight the power.*

In these sentences, the abstract nouns refer to concepts, ideas, philosophies, and other entities that cannot be concretely perceived.

#### 8. Using conjunction of time and cause-effect.

Conjunction: the part of speech (or word class) that serves to connect words, phrase, clauses, or sentences. The common conjunctions time and cause effect—*after*, *as soon as*, *as long as*, *before*, *once*, *still*, *till*, *until*, *when*, *whenever*, *while*, *as*, *because*, *in order that*, *since*, *so that*<sup>20</sup>.

### 11. The Teaching Principle of Gossips Game

Principle is the essential thing that should be provided in teaching and learning English. All of the activities in this process depends on the principle itself. Therefore,

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<sup>20</sup> Richard Nordquist.2012. “Grammar &Compsition” (Retrieved on January 11<sup>th</sup>, 2014)  
<http://grammar.about.com/od/rs/g/subordconj.html>.

principle has the crucial role in order to reach the purpose of teaching and learning process. Here is the teaching principle of Gossips game are as follow:

No	Activity	Learning Principles
1	At the beginning of lesson, warn the class that someone may come in and that they should listen very carefully and try to remember as much as they can of what the person tells them.	Learning to use language form appropriately is an important part of communicative competence.
2	At the time you have pre-arranged, the member of staff bursts dramatically into the classroom, tells their story, and leaves just as dramatically,	Games are important because they have certain features in common with real communicative events-there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way they can negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.
3	In pairs, the students compare what they understood and remember from what the person told them,	Pre task, in which students work through a similar task to one that they will do individually is a helpful way to have students see the logic involved in what they are being asked to do
4	Ask the whole class to pool all the information they can remember.	Students should be given an opportunity to express their ideas and opinions.

## B. The Relevant Research

Relevant research is one of the most important in research proposal, without relevant research our research can not be perfect. Relevant research is required to observe some previous researchers conducted by other researcher

in which they are relevant to our research itself.<sup>21</sup> Below are some researchers as conducted by some researcher relevant to this research:

1. This research was conducted by Dian RizaKartina entitled “Factors Influencing Students’ Ability in Listening Comprehension at The Second Year of SmkMuhammadiyah 2 Pekanbaru”.<sup>22</sup> The location of the research was at SMK Muhammadiyah 2 at KH. Ahmad Dahlan street No. 94 Pekanbaru on December 2009. The population was 282 students from 4 classes. She used proportional random sampling to acquire the sample. She took 67 students as sample. It was 25% of all population amount. Technique for collecting data was field note and questionnaire. Meanwhile, technique for analyzing data she used descriptive qualitative with percentage. At the end of the research she concluded that many factors which influence students’ listening comprehension. But, the most influencing factor was understanding about speaker pronunciations.
2. Another relevant research was conducted by Astinah. The Students’ Activity In Improving Their Ability In Listening Comprehension At MAN 1 Pekanbaru”.<sup>23</sup> The location of that research was at jalan Bandeng No. 51

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<sup>21</sup>Syafi’i ., *A Writing Of English For Academic Purposes*. (Pekanbaru : LembagaBimbinganBelajarSyaf Intensive (LBSI). 2007).p.122

<sup>22</sup> Dian RizaKartini, “*Factors Influencing Students’ Ability in Listening Comprehension at the Second Year of SMKMuhammadiyah 2 Pekanbaru*”. Thesis. Pekanbaru, UIN Suska.Riau.

Pekanbaru. The population and sample of this research was all the second year students of MAN 1 Pekanbaru. The total number of the sample was 35 students that consisted of 8 males and 27 females. She took all of the population to be sample in this research. Technique for collecting data was interview and questionnaire. Meanwhile, technique for analyzing data, she used descriptive qualitative with percentage. The conclusion is the students' activity in improving their ability in listening comprehension was fair. There are two factors influence the students in listening. They were the students' concentration and students' attention.

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. There are two variables in this research. X variable is using Gossips Game and Y variable is students' listening comprehension. To measure each variable the researcher will identify them in some indicators as follows:

1. Using Gossips Game (X Variable).

The indicators are:

- a. Teacher introduces and explains about the gossips game to the students.

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<sup>23</sup>Astinah. " *The Students' Activity in Improving Their Ability in Listening Comprehension at MAN 1 Pekanbaru*, Thesis, Pekanbaru: UIN Suska Riau, 2009

- b. At the beginning of lesson, warn the class that someone may come in and that they should listen very carefully and try to remember as much as they can of what the person tells them.
  - c. At the time you have pre-arranged, the member of staff bursts dramatically into the classroom, tells their story, and leaves just as dramatically
  - d. In pairs, the students compare what they understood and remember from what the person told them.
  - e. Ask the whole class to pool all the information they can remember.
2. Students' listening comprehension (Y Variable). Based on the limitation of the problem that the text used by researcher is descriptive text. Because of that the indicators of students' listening comprehension of descriptive text are as follow:
- a. The students are able to identify the generic structure of descriptive text that they heard.
  - b. The students are able to identify the topic of descriptive text that they heard.
  - c. The students are able to identify specific details containing of characters in descriptive text accurately.
  - d. The students are able to identify the certain information in the descriptive text.

- e. The students are able to identify the purpose of descriptive text that they heard.

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

##### **1. The assumption**

There are many games which are effective to improve listening comprehension, one of them is Gossips Game. In this research, the researcher assumes that the result of this research will show there is a significant effect of using Gossips Game to improve students' listening comprehension.

##### **2. The Hypothesis**

$H_0$ : There is no significant effect of using Gossips Game on students' listening comprehension.

$H_a$ : There is a significant effect of using Gossips Game on students' listening comprehension.