

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening

Listening is a crucial skill in mastering language proficiency. It can be called as a main character of four language skills. Nunan stated that listening is an active, purposeful process of making sense of what people hear and it is categorized as receptive skill¹. It means that listening takes an important role in a language as a tool of communication. communication should be supported with the clear listening in order to make the communication run effectively.

In addition, Nation and Newton stated that 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.² It means that listening is a process in receiving message or information as an impact in language development. Everything related to the language development will be influenced by listening process, we can see in learning process that learners get the knowledge or message from their teacher if they pay attention to listen to

¹ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill Companies Inc .2003). p. 24

² I.S.P.Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking* New York : Routledge.2009), p.37

the teacher. They will understand what the teacher explains when they listen carefully without anything that disturbs them.

2. The Students' Listening Comprehension

According to Richard, Listening is vital in the language, because it provides input for the learner.³ It means that listening is important skill in communication because it is included on receiving information. In addition, comprehension is the process of relating language to concepts in one's memory and to reference in the real world. listening is a crucial proficiency in four language skill. The goal of teaching listening is communicative interaction. Where, learners are able to identify, comprehend and respond what have been said by the interlocutor. So, from this communicative interaction process the learners are able to get the information.

Based on the syllabus contained in School-Based Curriculum (KTSP), listening is also as a prominent skill that has to be mastered by the students. In listening skill, the students must be able to identify and respond the meaning of transactional and interpersonal conversation. Transactional conversation is a conversation when the speaker is getting information from someone else or information is being shared between

³ Jack C. Richard. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge : Cambridge University Press, 2002. p. 238

both people.⁴ The primary focus of transactional conversation is on the exchange of information or message.

Interpersonal conversation is a conversation that occurs between two people who have known each other for some time and its primary focus is the social needs.⁵ It includes message sent and message between two or more individuals. This can include all aspects of communication such as listening, persuading, asserting, nonverbal communication, and more.⁶ Furthermore, both transactional and interpersonal conversations are stated in the instructional outcome of listening skill that is prescribed in the School Based Curriculum. The instructional outcome of listening skill especially for the tenth grade of Senior High School in second Semester is as follows:⁷

Table II.1
Instructional Outcome of Listening in
School-Based Curriculum (KTSP)

Standard Competence	Basic Competence	Material
Listening: Understand the meaning of transactional and interpersonal conversation	1. Respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and	<p>o Thanking. A: Thank you very much B: Don't mention it!</p> <p>o Complimenting mis. A: You look</p>

⁴Answer.com.wikiAnswer,http://wiki.answer.com/Q/what_is_the_meaning_of_transactional_conversation.retrieved 8January 2014

⁵RichardNordquist,Conversation,<http://grammar.about.com/od/c/g/conversationterm.htm>.retrieved 8 january 2014.

⁶Wikipedia, http://en.wikipedia.org/wiki/interpersonal_communication, retrieved 8 january 2014.

⁷Depdiknas. Silabus Mata Pelajaran Pendidikan Bahasa Inggris. 2006. P.1-4

	informally by using various spoken language accurately and fluently in daily context and involving utterance of thank, complimenting and Congratulating.	slimmer. B: You're kidding me. o Congratulating mis. A: Congratulations! You did it again. B: Thank you. I don't know what to do without you.
	2. Respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and nonformally by using various spoken language accurately and fluently in daily context and involving utterance of expressing surprise, disbelief, accepting invitation and offering.	o Surprise mis. A: How can you say that? B: Well, that's the fact. o Disbelief mis. A: I can't believe it! B: That's true. o Accepting Invitation and Offering mis. A: Thank you for the invitation. B: I look forward to seeing you.
Understand the meaning of short functional and monolog text in form of recount, narrative and procedure in daily context	3. Respond the meaning of short functional text (eg. Announcement, advertisement, and invitation etc) formal and informal accurately in various daily context.	Spoken short functional text. (announcement, advertisement, and invitation)
	4. Respond the meaning of monolog text by using various spoken language accurately and fluently in daily	a. Spoken narrative text form b. Spoken descriptive text form c. Spoken news item text

	context in form of narrative, descriptive and news item.	form
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At the end of English course, the tenth grade students of Senior High School are hoped to be able to reach these instructional outcomes. Based on the instructional outcomes above, there are four basic competences that should be achieved by the tenth grade students of Senior High School, but in this research the researcher just focuses on the first and the second basic competence. First, students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and informally by using various spoken language accurately and fluently in daily context and involving utterance of Thanking, complimenting, and congratulating.

Second, Students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation formally and informally by using various spoken language accurately and fluently in daily context and involving utterance of expressing surprise,disbelief and accepting invitation/offering.

3. Factors Influencing Students' Listening Comprehension

Listening is also a skill influenced by some factors. Brown states that there are eight factors in listening process:

- a. 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.

- b. Redudancy: in spoken language such as conversation, we always find redudancy of the words, like repetitions, elaborations, and insertations of “I mean”. This redudancy may help the hears to process meaning by giving more time and extra information.
- c. Reduced Forms: Spoken language also has many reduceed from beside it has good deal of redudancy. 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 influencing and it is a significant difficulty especially for the learners.
- d. Performance Variable: in spoken language except for planned discourse, hesitation, false stars, pauses and correction are common.
- e. Colloquial Language: Sometimes, learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monolog or dialogues.
- f. 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.
- g. Stress, rhythm, and intonation. We can understand whether it is question, statements or emphasis.
- h. Interaction: Learning to Listen is also learning to respond. The learners have to understand that good listeners in a conversation are good

responders, they know how to negotiate meaning, to give feedback, to ask for clarification and to maintain a topic.⁸

In conclusion, students as listeners cannot avoid the importance of comprehension aspects in listening. The factors above should be considered in comprehending listening. One of the aspects is giving feedback to learners for making them sure about their listening. Therefore, the existence of the strategy is important to make the listener becomes easier and more effective in term of comprehending listening. Taped Feedback strategy is very useful to be applied in order to make it easier for the listener.

4. The Nature of Taped Feedback Strategy

In teaching and learning process of listening, the existence of strategy is a crucial one. Strategy is a tool to make students easier to learn the material in teaching and learning process. Actually, there are so many strategies that can be applied in teaching listening in term of improving students' motivation. Based on the explanation of the problem above, the appropriate strategy is Taped Feedback strategy.

Taped strategy is used in improving students' listening comprehension as well as they improve their speaking ability, because listening is also connected closely with speaking. White stated that being a good listener involves collaborating with speakers and taking an active role in asking for clarification when you do not understand.

⁸H Douglas Brown. *Language Assessment Principle and Classroom Practice*. San Francisco: Addison Wesley Longman.2003. p. 22

In communication, listening has a relationship to speaking skill. One that has good listening influences his speaking because in transferring language includes both of them. Listening is always or necessarily closely linked to other skills.⁹ It means that improving listening can be accompanied by other skills, such as taped feedback strategy works. so, when one increases one of the skills, others will be improved automatically.

This strategy is aimed to improve students' listening comprehension as a way they improve their another skill in mastering language.¹⁰ It means that this strategy is very useful in teaching listening, because it will be integrated to another skill with the simple model and accessible all the time. so, either teacher and students are being helped by this strategy in listening. McKeachie also mentioned that taped feedback is the most efficient strategy because it will improve students' appreciation.¹¹

The present study has supported that videotaped lesson can be an alternative mode of teaching listening.¹² Students can be more flexible in choosing the right time for videotaping and as the teacher, it can provide them with a more flexible schedule for evaluating students' teaching and providing them feedback.

⁹ John Field, Op.Cit. p. 73

¹⁰ Goodith White, Op. Cit. P.34

¹¹ Wilbert J. McKeachie and Marilla Svinicki. *Teaching Tips Strategies, Research and Theory for College and University teachers*. Boston: Houghton Mifflin Company. 2006. P. 304

¹² Margaret Wong. *The Effectiveness of Using Video-Taped Lesson as an Alternative Mode of Teaching Listening*. (Hongkong Institute of Education. 2003). P. 9

Brenner also said that this strategy influences the students' skill improvement.¹³ She wrote about the audio journal in students' audiotape and gave the feedback of teacher on recorder. She comments that it is one way to expansion of students' listening skills. Receiving teacher's feedback creates strong incentive for students' listening in general and more specially for students to listen at their own place without worrying about embarrassment in the classroom.

The way of understanding message is related to comprehension. If students do not understand the meaning of information, they find difficulties in responding the message in term of comprehension. Carruthers *et al* stated that taped feedback or audio feedback is a very useful as it is convenient way that has ability to re-access.¹⁴ In other words, this strategy is important for students in improving their listening because it is so flexible and easy to access.

It is particularly good choice for building background knowledge. This strategy encourages students to listen and speak effectively by taping the materials, then it gets the comments by the teacher as the feedback. Students can listen the feedback as much time as they want.

¹³ Kathy Brenner. "A Journey From Analog to Digital, *Oral Journal* (Northeastern, December 2008). P.1.

¹⁴ Clare Charruthers, *et.al. Listening and Learning: Reflections on the use of Audio Feedback. An Excellence in Teaching and Learning Note*. A journal of University of Ulster. 2013. P.3.

5. Using Taped Feedback Strategy toward Students' Listening Comprehension

The procedures of this strategy are as follows:¹⁵

- a. Ask a few students at a time to record themselves, either outside class or using tape recorder at school, speaking on a topic of their own choice for about two minutes. They can make take notes before hand to help them, if they like, but when they speak on the tape, they should speak as freely as possible, and just use their notes to refer to. Point out that they can use the pause button on the tape recorder when they need to stop and collect their thoughts at any point.
- b. Before they hand over the tape to teacher,each student should listen carefully to the tape or she/he made and add a short section at the end of the tape mentioning any mistakes he/she has noticed.
- c. Listen to the tape and write a short comment on the content of the talk- perhaps a question you would like to ask. Then, teacher write down some mistakes.
- d. Return the tape of students, together with teacher's comments and then replay.
- e. Students should read the comments and then replay their tape and press the pause button when they hear the mistake and correct it out loud.

Besides, Huang had compared the effectiveness of audio taped feedback with traditional written feedback. She found that taped feedback

¹⁵ Goodith White, Op. Cit. P. 33

strategy was more effective than written feedback in teaching listening to her students.¹⁶ She said that using taped feedback, the teachers seemed to discuss the problems more thoroughly than using written feedback.

Based on the explanation above, it can be seen that Taped Feedback strategy is one of the listening strategies that builds students' listening comprehension effectively as well as teachers' expectation.

B. Relevant Research

This research has relevance with the other researchers, they are:

1. This research was conducted by Robert D. Jones. *The Use of Video Taped Feedback on Speech Delivery and Self-Evaluation by Elementary School Children*. This research was presented in partial fulfillment of the requirement in the department of Education in Sir George William University, Montreal Canada. The population and sample of this research was the pupils at Crestview Elementary School. The result showed that there is an improvement of students' in the speech performance of the students over the trials as measured by the judge evaluations. In his research, he also found that students' self-evaluation by using audio taped feedback gave the effect to their speech delivery.¹⁷

¹⁶ Su Yueh Huang." *A quantitative Analysis of Audio Taped and written Feedback Produced for Students' Listening and Students Perception of The Two Feedback Methods*", *Tunghai Journal*. Taipei: July 2000.

¹⁷ Robert J. D. Jones. " *The Effect of Videotaped Feedback on Speech Delivery and Self- Evaluation by Elementary School Children*" Canada: Montreal. Sir George Williams University.: Unpublished. 1972. p.32

2. Another relevant research was conducted by Astinah. The Students' Activity In Improving Their Ability In Listening Comprehension At MAN 1 Pekanbaru".¹⁸ The location of that research was at jalan Bandeng No. 51 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. Techniques for collecting data were 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 were two factors that influence the students in listening. They were the students' concentration and students' attention.

C. Operational Concept

Operational concept is the concept that is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables that is used in analyzing data. In this research, there are two variables: they are (1) the effect of using taped feedback strategy as X variable and (2) students' ability in listening comprehension as Y variable. Because, the type of this research was

¹⁸Astinah. " *The Students' Activity In Improving Their Ability In Listening Comprehension At MAN 1 Pekanbaru.*" (Pekanbaru: UIN Suska Riau, 2009), p. 60

experimental research, the researcher stated to use two classes to be observed as: experimental class and control class.

The data were taken by using test. Furthermore, the writer was also as the teacher involved in teaching the students in both experimental and control classes during the the research time.for experimental class, the students were taught by using taped feedback strategy in teaching listening, and for control class, the students were taught without using taped feedback strategy , or the strategy that were used by the teacher.

The materials that were taught to both classes were the same. The difference was only the use of strategy. All of the strategies that were applied were focused on students' listening comprehension.

1. Experimental Class

a. The Indicators of Variable X (Taped Feedback Strategy):

The indicators of variable x can be seen as follows:¹⁹

- 1) Teacher divides students into several groups and ask them to take their own places as their area in the class.
- 2) Teacher asks students to choose the audio that will be heard and then they tape their short comment on taped.
- 3) Teacher and students listen to the tape and take note for the feedback that is not suitable with their group.
- 4) Teacher asks another group to give their comment group by group.
- 5) Teacher asks students to return the tape of students.

¹⁹ Goodith White, Op. Cit. P.34

6) Teacher taped the comment to all of groups and then discuss it together.

7) Teacher instructs students should hear the comments then replay their tape and pressing the pause button when they hear the mistake and correcting it out loud.

b. The Indicators of Variable Y (Students Listening Comprehension):

The indicators of variable x can be seen as follow:²⁰

- a) Students are able to identify the meaning of utterance of some expressions
- b) Students are able to identify the words that had been heard in a short conversation.
- c) Students are able to identify the the implied information.
- d) The students are able to identify the relationship between the speakers.
- e) Students are able to identify the context of situation.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumed that the students' listening comprehension is various and teaching by using taped feedback strategy can influence the students' listening comprehension.

²⁰Silabus Mata Pelajaran Bahasa Inggris MA Darul Hikmah 2012/2013

2. The Hypothesis

H_a: There is a significant effect of using Taped Feedback strategy on students' comprehension in listening at Darul Hikmah Islamic Senior High School Pekanbaru.

H₀: There is no significant effect of using Taped Feedback Strategy on students' comprehension in listening at Darul Hikmah Islamic Senior High School Pekanbaru.