

CHAPTER II

REVIEW OF RELATED LITERATURES

In this chapter, the writer elaborates the definition of listening, techniques in teaching listening, strategies in teaching listening and some principles in teaching listening, listening stages, listening process and success tips in teaching listening.

A. Definition of Listening

There are many definitions of “Listening” in some resource books. According to Brown listening is a psychomotor process of receiving and waves through the ear and transmitting nerve impulses to the brain¹. And Davies stated:

Listening is anything but passive activity it is complex, activity process in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. Coordinating all this involves a great deal of mental activity on the part of the learner. Listening is hard work...²

Based on the quotation above, it can be concluded that listening focuses on hearing to comprehend what the speaker says.

According to Nunan listening is an important skill that has to be mastered by all learners of English. And listening is also kind of ability to identify and understand

¹ Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy* New York: Addison Wesley Longman.

²Davies, Paul et. al. 2000. *Success in English Teaching Oxford*. Oxford University Press

what other people are talking about. Furthermore, listening is one of the fundamental language skills. It is a medium through which children, young people, and adults gains a large position of their education-their information, their understanding of the world and human affairs, their ideals, senses of values and their appreciation. In this day of mass communication (much of it is oral), it is vital importance for pupils to be taught and listen effectively and critically, he says.³

According to Ronald Carter, the term listening is used in language teaching to refer to complex process that allow us to understand spoken language.⁴ This theory explains that listening is not only recognizing the sounds but also getting the meaning of word. Additionally, the students also must recognize the function of the sentence when it is applied in the real-life communication.

In real-life communication, listening itself is different from real-life listening (daily listening).⁵ It means that the listening activities that are provided in classroom will accommodate the real-life listening outside the classroom. Therefore, there is so much attention in real-life classroom listening process as a base for students in real-life situation. In order to provide students with training of listening that will prepare them in outside classroom listening. Teacher should give them such creative activities. Then, students can translate real-life classroom listening activities to

³Austin S.(1970). *Speaking & Listening; A Contemporary Approach*, Harcourt, Brace & World, Inc, USA.

⁴Ronald Carter-David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*, (Cambridge: Cambridge University Press, 2001), 7.

⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York : Cambridge University Press, 1991), 107.

communicate in real-life listening situation in appropriate word and sentence. David Nunan defines the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance.⁶

As the writer knowing about definition of listening is a process hearing (sounding) weather from newspaper, radio, or television. Then, at the process of listening the listener can take or catch the main idea from the speaker. And what is most important in the listening process are good hearing and concentration.

From the explanation above the writer can conclude that listening is a skill needed in mastering English fluently. Beside, listening is one of important aspect in mastering English has to be passed by the learners. So, all the learners have to learn listening skill seriously.

B. Technique in Teaching Listening

The success in teaching listening in the classroom demands the use of a technique effectively. Because of the success of teaching will be achieved while the teacher can teach the students well. While the teacher cannot teach their student using suitable technique the learning achievement will fail. Also the students cannot absorb the materials about listening as well.

⁶ Ibid, 63.

According to Rehage “Teaching Technique is the ways in which teaching of specific subject matter goes on which are studied in courses on curriculum and instruction in reading, science, social studies, mathematics, English, and the like”.⁷

How about English teaching technique? It can be taken a note out that English teaching technique is particular way in the process of helping the students changing the knowledge up about English subject as well as second language or foreign language.

In addition, there are various techniques of teaching listening applied in the classroom. According to Lund, there are nine techniques in teaching listening:

1. Doing. The listener responds physically to a command.

Students respond what the teacher says and know the students ability in their listening activity.

2. Choosing. The listener selects from alternatives such as picture, objects, and texts.

The students have chances to choose the answer from picture, object, and texts from the teacher.

3. Transferring. The listener draws a picture of what is heard.

Students describe what they hear by drawing.

⁷Rehage, Kenneth J. 1976. *The Psychology of Teaching Methods*. Chicago: The University Of Chichago Press

4. Answering. The listener answers the questions about the message.

The students are asked to listen to the cassette and try to answer the message from the cassette.

5. Condensing. The listener outlines or takes notes on a lecture.

The teacher explains the material in the class and commands the students to make summary or take a note about what the teacher says.

6. Extending. The listener provides an ending to a story heard.

Students continue the end of the story after the teacher explains.

7. Duplicating. The listener translates the message into the native language or repeats it verbatim.

When students listen to native speakers speak in the cassette. Then, they try to analyze message from foreign language into native language.

8. Modeling. The listener orders a meal, for example, after listening to a model orders.

The students explain what they hear from the teacher.

9. Conversing. The listener engages in a conversation that indicates appropriate processing information.⁸

Teacher and students make appropriate conversation and they discuss it.

⁸Brown, H. Douglas. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy* New York: Addison Wesley Longman.

Meanwhile, according Tarigan identifies thirteen techniques in teaching listening. These are some techniques in teaching listening as quoted

1. Repetition of Words

The contents of material are phoneme, word, sentence, idiom, motto and short poem. The teacher reads or plays materials and the students repeat it. In this part teacher needs to teach their student patiently.

2. Dictation

The contents of poem or story. The teacher reads or plays materials and the students write it. And also the teachers give the clear information and instruction for their students.

3. Doing

The contents of material are command sentences. The teacher says the command sentences and the students do it based on instructions.

4. Guessing

The teacher makes description of things without mentioning the name of the things. The description is read by the teacher. The students listen to it and guess the content.

5. Extending Sentence

The teacher says a sentence. The students repeat it. The teacher repeats the sentence then she speaks another sentence. The students complete a sentence

with another sentence that was mentioned by the teacher.

6. Finding Things

The teacher collects some things. The things should have been known by the students. The things are entered in a box. Then, the teacher mentions the name of the things and the students look for it. If they find it, they indicate to the teacher.

7. Whispering

The teacher whispers a sentence to the first student. That student whispers that sentence to the next student until the last student. The last student says that sentence loudly or he writes it in the blackboard. The teacher matches a sentence that was written by the student with sentence that was whispered.

8. Finishing Story

The students are divided into some groups. Each group consists of 3 or 4 students. The first groups are in front of the class. They tell a story and in the middle of story, they stopped. The next will be continued by the next group.

9. Identification the Key Words

The teacher reads or records a sentence or paragraph. The students listen to it and they find out the key words.

10. Identification the Topic Sentence

The teacher reads or records a paragraph. The students listen to it and they find out the topic sentence based on a paragraph.

11. Summary

Summary is the way to make a long text to be short text. The teacher reads the text and the students make a summary.

12. Paraphrase

The teacher reads or records a poem about three times and the students listen to it. Then, they try to tell it with their own words.

13. Answering Question

Another ways to teach listening is answering questions by using what, who, why, where, when. The teacher reads the text and she gives some questions. The students answer the question based on the text.⁹

From the explanation about various techniques of teaching listening the writer expected that all of the various techniques have been mentioned above can be implemented in the learning listening skill in the classroom. Also teacher can choose one of the various techniques of teaching listening mention above to teach their students effectively.

C. The Procedure in implementing Techniques in Teaching Listening in the Class

Teaching listening is about teaching a listening skill of human in from of hearing sounds. Then the teacher must provide a good way in teaching

⁹Tarigan, Djago.1987. *Teknik Pengajaran Keterampilan Berbahasa*. Bandung Angkasa.

listening in order the listener can understand and get the point of the listening skill. Indeed, there are four important stages in implementing teaching listening those are: building knowledge of field, modeling of text, joint construction of text and independent construction of text.¹⁰ Those stages will be described as below:

a. Building Knowledge of Field

Teachers provide students with several important element of language in this stage. The role of teachers is to explain about the grammar, vocabularies, the knowledge of the story and the student's experience. Then, the teacher also gives some exercise to measure the student's readiness in listening process. Furthermore, the most suggested activities are spoken language. Nevertheless, it does not mean that there is no writing language. It is hoped that students can master the listening skill features, especially the listening features of listening skill that they will apply it.

b. Modeling of Text

In this stage, teachers act as if he/she is the real listener. If the teachers only read the story, the students will get bored. Then, the real teacher must use an appropriate and interesting way in teaching listening skill. Using gesture and asking question can be such

¹⁰ <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.20 a.m.

interesting ways in attracting student's attention. If students do not know the meaning of the words, teacher can ask other students. In this step, teachers guide students to understand about the generic features of listening skill, those are orientation, evaluation, complication, resolution and re-orientation.

c. Joint Construction of Text

In this stage, students work in group, students do such exercise after their listening in group. Students can ask for teachers help. The most important thing, students can implement their understanding about the generic structure of listening skill.

d. Independent Construction of Text

The final and crucial stage is for individual listener. The students must work individually to listen the story. In this step, students reflect their understanding of the features of listening skill.

D. Listening Strategies

Strategies hear means is the manner and ability which an artist, writer, dancer, athlete, or the like employs the technical skills of particular art of

Endeavour.¹¹ According to the Oxford Dictionary the definition of “strategy” is plan indeed to achieve a particular purpose.¹²

In learning and teaching listening process need some good techniques. Beside that the teacher need not only good techniques but also some good strategies in learning and teaching listening process. If the teacher can apply the techniques and strategies well in the learning class process, then the goals of learning will achieve easily. As quoted from one kind of resource book under title “Teaching by Principles; An Interactive Approach to Language Pedagogy mentions some strategies in supporting teaching listening in the class. Those are mention as follows:

- Looking for key words

Looking for key words here means the students are acquired to looking the key words from the sentence or paragraph. Students are under the teacher instruction.

- Looking for nonverbal cues to meaning

Means by looking for nonverbal here is the students is looking or answering the question through the nonverbal cues. Students here are also still under teacher instruction.

¹¹ [http//www. Definition of strategies, html.](http://www. Definition of strategies, html.) Browsed on Sunday 03 February 2013 at 10.45

- Predicting a speaker's purpose by the context

The learners or the students are trying to guess the meaning what the speakers saying.

- Activating background knowledge

In this part activating background knowledge means the learners are trying to catch and understand what is heard by activating the learner's knowledge.¹³

- Guessing at meanings

Guessing meaning means the learner's is trying to guess the meaning of the sentence what they heard.

- Seeking clarification

Seeking clarification means the learners or the listener is seeking the clarification from the sentence or words what they heard from the speakers.

- Listening for the gist

In this part the learner or the listener is hearing story and trying guessing the main idea.

- Developing test-taking strategies for listening

In this part means is the improving of the strategies of teaching listening better and better.¹⁴

¹³ Brown H, Douglas ,*Teaching by Principles; An Interactive Approach to Language Pedagogy*, second edition, New York, Pearson Education.

¹⁴ Ibid

According to Harmer, there are some strategies in teaching listening those are:

- a. Encourage students to listen as often and much as possible.¹⁵

A proverb stated, “Practice make perfect”. Students need to do more listening to be a better listener. Then, it will make students accustomed to such listening text.

- b. Help students prepare to listen.¹⁶

When the English teacher will teach listening, they should not directly give listening lesson. It is better for the teacher to stimulate the student’s mind, for instance, by showing such pictures to students can predict what kind of story that they will hear. Because the curiosity, hopefully students have such motivation for the listening story.

*It is stated that listening well involves motivation and concentration, and people can listen badly if they are not interested in the subject, or it is one that they do not know much about, or if there are a lot of distractions which make it difficult to focus on listening.*¹⁷

¹⁵Jermy Harmer, How to Teach English new edition, (England: Pearson Education Limited, 2007), 135.

¹⁶Ibid

¹⁷Goodith White, Listening, (New York: Oxford University Press, 1998), 13.

c. One may not be enough¹⁸

Ur stated, “even if learners can do the task after one listening. Teacher may wish to let them hear the text again, for the sake of further exposure and practice and better chances of successful performance.”¹⁹ In other words, student’s ability of listening is different one other. Some of them can listen only once while others need to listen more than one. Nevertheless, for the success of student’s listening, it is better to play the listening text more than once.

Based on the explanation above has been mention the different meaning between the techniques and strategist in teaching listening. Here in this research the researcher is focuses in the strategist only.

E. Listening Stages

Listening is best taught in three stages: pre-listening activities, whilst-listening, post-listening²⁰. The first stage prepares learners, the second develops and checks comprehension, and the third relates what they heard to their own experience. These are the detailed information about pre-listening, whilst-listening and post-listening:

¹⁸Jermy Harmer, *How to Teach English* new edition, (England: Pearson Education Limited, 2007), 135.

¹⁹ Penny, Ur, *A Course in Language Teaching: Practice and Theory*.....109.

²⁰Davies, Paul et. al. 2000. *Success in English Teaching Oxford*. Oxford University Press.

1. Pre-listening

This stage is to prepare the students for what they are going to hear, only are usually prepared in real life. This stage is meant to train the learners to predict text based on their knowledge such as language, topic, or background of knowledge.

Here are some examples of exercise in pre-listening:

- Discuss a relevant picture
- Discuss a relevant experiences
- Associate ideas with the topic
- Associate vocabulary with the topic
- Predict information about the topic
- Write questions about the topic

2. Whilst-listening

This stage is to help the students understand the texts. But, they are not expected to understand every word. In this case, the students who participate actively in the listening experience are more likely to construct clear, accurate meaning as they interpret the speaker's verbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they know, assessing what more they need to know.

Here are the examples of exercise in whilst-listening:

- Identify the exact topic, or an aspect of it
- Note two or four pieces of information
- Answer questions
- Complete sentences
- Complete a table, map, or picture

3. Post-listening

This stage is to help the students connect what they have heard with their own ideas, experience and encourage interpretive and critical listening and reflective thinking.

Here are the examples of exercise in post-listening:

- Using notes made while listening to write a summary
- Reading a related text
- Doing a role-play
- Writing on the same theme
- Studying new grammatical structures
- Practicing pronunciation

In short, teachers need to design a lesson plan that has three stages, they are pre-listening, whilst-listening, and post-listening. Those activities encourage the

students to achieve the aim of learning and make the learning process undergo smoothly as the expectation.

While if the teachers can apply and conduct the three stages have been mention the learning of listening skill will be running successfully. That means both of the teacher and students will achieve the goals of learning success without any troubles.

F. The Listening Process

According to Clark & Clark, there are seven processes involved in listening comprehension:

1. The hearer processes what is called “raw speech” and holds an “image” of it in short-term memory. This image consists of the constituents (phrases, clauses, cohesive markers, intonation, and stress patterns) of a stream of speech.
2. The hearer determines the type of speech event that is being processed. The hearer must, for example, ascertain whether this is a conversation, a speech, a radio broadcasts, etc and then appropriately “color” the interpretation of the perceived message. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and content. So, for example, one determines
3. Whether the speaker wishes to persuade, to request, to exchange pleasantries, to affirm, to deny, informing, and so forth. Thus the function of the message is inferred.

4. The hearer recalls background information relevant to the particular context and subject matter. A lifetime of experiences and knowledge are used to perform cognitive associations in order to bring a plausible interpretation to the message.
5. The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived.
6. The hearer assigns an intended meaning to the utterance. For example, the person on the bus intended to find out what time of day it was, even though the literal meaning did not directly convey that message.
7. The hearer determines whether information should be retained in short-term or long-term memory. Short-term memory is a matter of a few seconds, For example, in contexts that simply call for quick oral response from the hearer. Long-term memory is more common when, say, you are processing information in a lecture.
8. The hearer deletes the form in which the message was originally received²¹.

Based on the explanation above, it can be concluded that listening comprehension process is an interactive process. Because of the learning listening process need an active activity. And also in the learning listening both of the teacher and students have to participate actively.

²¹Brown, H Douglas. 1994. *Teaching by principle: An Interactive Approach to Language Pedagogy (Second Edition)*. United States of America: San Francisco State University

G. Problems in Listening

In the teaching listening sometime both of the teacher and learners will face some various problems. There are a number of different ways in which the listeners can process-or fail to process:

1. The listener may not hear adequately what has been said, due, for example, to competing background noise or unfamiliarity with the speaker's accent.
2. A common problem for the foreign listener-speech may contain words or phrases that the listener can hear adequately but is unable to understand there are times when listener is perfectly able to hear and understand the speaker but may have "switched off" consciously or unconsciously.
3. Common problems for the teacher they cannot find suitable techniques in teach their students mastering listening skill in the classroom.
4. Common problems are also faced by the students in the learning process of listening. It is because the background of the learners are not support them.
5. There are times when listener is perfectly able to hear and understand the speaker but may have "switched off" consciously or unconsciously.
6. There are those messages, which the listener attends to fully and from which he tries to construct a coherent interpretation.

In the resource book t under title "Active Listening "that found by the writer explain some problems in learning listening. There are eight characteristics of spoken

language adapted from several sources which make learners felt difficult in learning listening. These are will be explain more details the eight characteristic mentions below:

1) Clustering

In spoken language, due to memory limitations and our predisposition for “Chungking” or “Clustering”, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore teacher need to help the students to pick out manageable clauses words; sometimes second language learner will try to retain over long constituents (whole sentences or even several sentences), or they will error in another direction in trying to attend to every word in utterances.

2) Redundancy

In spoken language, unlike written language, has a good deal of redundancy. The next time you are in conversations, notice the rephrasing, repetitions, elaborations, and a little insertion of “I mean” and “You know”. Such redundancy helps the hearer process meaning by offering more time and extra information. Learners can train themselves from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by

looking for the signal of redundancy.²²

3) Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological (“Djeetyet” for “did you eat yet?”), morphological (constructions like “I’ll), syntactic (elliptical forms like “when you will be back?” “Tomorrow maybe”) or pragmatic (phone rings in a house, child answers and yells to another noun in the house, mom! Please!”). These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full of English language.

4) Performance Variables

In spoken language, except for planned discourse (speeches, lectures, etc), hesitations, false starts, pauses and correction are common. Native listeners are conditional from very young to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners. Everyday casual speech by native speaker also commonly contains ungrammatical forms. Some of those forms are simple performance slips for example “we arrived in a little town that there was no hotel anywhere” is something a native speaker could easily self-correct. Other ungrammatically arises out of dialect differences (“I don’t get no respect”) that second language learners are likely to hear sooner or later.

²²Active Listening 3, second edition, Steven Brown & Dorolyn Smith, Cambridge University Press

5) Colloquial Language

Learners who have been exposed to standard written English and or “textbook” language sometime find it surprising and difficult to deal with colloquial language, idioms, slang, reduced forms and shared with cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.²³

H. Some Tips of Success Teaching Listening

Actually there are some tips of success in teaching listening which help the teacher can find in the resource book. Because when someone wants to get success they have to follow the tips regularly. According to Steven Brown and Dorolyn Smith there are more about five tips in succession teaching listening.²⁴ Some of the tips will be mention below:

❖ Listen in Pairs

People usually think of listening as a solo skill. Students do it alone even if they are in a room with lots of other learners. If a listening is challenging, trying having students do the task in pairs .each pair’s uses only one book. That way, learners help each other by pointing out what they understood rather than worrying about what they missed.

²³ Ibid

²⁴ Active Listening 3, second edition, Steven Brown & Dorolyn Smith, Cambridge University Press

❖ Do Something Physical

If a particular listening segment is very difficult, pick a specific item (colors, places, names, things, etc) that occurs four to eight times. Have students close their books. Then play the audio program. Have the students do a physical action, such as taping their desks or raising their hand each time they hear the target item. The task is focused enough that most of learners can accomplish it. The physical action gives immediate feedback and support to learners who missed it on the audio program.

❖ Choose an Appropriate Level of Support

After students have heard a segment, check it as a group. Write the answer on the board. Then play the audio program again. Learners choose their own level of support those who basically understood close their eyes and imagine the conversation. Those who understood look at their books and try to hear the items mentioned. Those who found it quite challenging should watch the teacher. As students play the audio program, point to the information on the board just before it is mentioned.

❖ Listen a Month Later

If your students found a particular segment very challenging go back after a month or two and play it again. They will usually find it much easier then when they heard it at the first time. It helps students see their own progress.

❖ Do Not Look Audio script

Generally, do not give students the audio script. It reinforces word and sentence-level (bottom-up) processing and reinforces their myth that learners cannot understand meaning without catching everything they hear.²⁵

From the explanation above the writer can conclude whether the teachers can implements some of tips above the learning of listening in the class will run as well as possible.

Also in the teaching process beside teacher have to mastery the material and using the suitable techniques they have to looking for some tips to support his transferring knowledge for their students.

I. Previous Study

Many articles and previous studies become references in this study. But it does not mean that this study is repetition. It is expected become a continuation of the previous study. Also it is expected as prove of strength of the thesis written by the writer is different and it seems to be continuation of another study.

Herlina in her thesis entitled “A study on the teaching techniques used by the teacher in teaching listening of the first year students at SMUN 2 Pamekasan” tried to analyze the techniques used by the teacher in teaching listening skill for the first year

²⁵ Ibid

students at senior high school. This study conducted in SMUN 2 Pamekasan. In her thesis Herlina, did not take all of the techniques but only in some techniques only. Some of the techniques are word repetition, dictation, summary and question and answer. She did there search about the implementation of those techniques. While in the study trying to analyze the techniques used by the teacher in teaching listening at year two. And in her research she only focused on knowing the responses of the learners during the learning in the classroom.²⁶

Another previous study that the writer found is written by Abdul Ghafur “Strategies of teaching listening at English education department of IAIN SunanAmpel Surabaya”²⁷ which had described about the strategies of teaching listening for Students University only. His research was conducted in IAIN SunanAmpel Surabaya. In his research he discusses about the listening strategies, listening process, and problems on teaching listening. In his research he did not take all of the level at that university but only focused on the fourth level.

Another research entitled “A study of using language laboratory in teaching listening to second grade students of MTSN Kedungalar-Ngawi”²⁸ written by Tri

²⁶Herlina. 2007. *The Teaching Techniques used by the Teacher in Teaching listening of the first year students at SMUN 2 Pamekasan*. Unpublished Thesis, University of Muhamadiyah Malang.

²⁷Ghafur, Abdul. 2010. *Strategies of teaching listening at English education department of IAIN SunanAmpel Surabaya*. Unpublished Thesis, University of IAIN SunanAmpel Surabaya.

²⁸Tri Subekti, A study of using language laboratory in teaching listening to second grade students of MTSN Kedungalar-Ngawi, Surabaya: IAIN Press

Subekti. In her research she did research about the function of language laboratory in teaching listening. Also, she only focused on the second grade students of MTSN and language laboratory. Then her research was conducted in MTSN KedungGalarNGAWI. This research problem is talking about the function of language laboratory and the influence it.

IkaWulandari who did research entitled “An Analysis of Listening Materials in “INTERLANGUAGE: English for Senior High School Students X” Published by The National Education Department as an Implementation Of the 2006 English Standard Competence”²⁹ Discusses about listening materials based on the standard competence published by the national education department. She only focused on analyzing the listening materials. She tried to find whether the listening materials that has been published are suitable or not for students senior high school. Also she decides the object of the research in X class of senior high school.

Different from those studies that are apparently explained on formerly area, this study will combine the techniques in teaching listening , the English teaching process area and the problems happen during the implementation of the techniques become one study entitled “ A Study on the Techniques of Teaching Listening at Year Two of SMA 1 GRATI”.

²⁹IkaWulandari, An Analysis of Listening Materials in “INTERLANGUAGE: English for Senior High School Students X” Published by The National Education Department as an Implementation Of the 2006 English Standard Competence”, 2010, Surabaya: UNESA Press