

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Foundation

##### 1. Listening

*Listening means hear with full attention and comprehension and also appreciations.<sup>1</sup> It means that listening is not only to hear but also to understand the speakers said. After comprehend what the speakers said, the listeners should be able to deliver the information to the other person.*

There are some kinds of listening based on Douglas:<sup>2</sup>

- 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.

---

<sup>1</sup> Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung :Penerbit Angkasa,2008), 30.

<sup>2</sup> Douglas Brown .H., *Language Assesment : Principles and Classsroom Practices*,( USA:Longman,2003), 120.

- d. Extensive: listening to develop a top-down, global understanding of spoken language.

## **2. Listening Principle<sup>3</sup>**

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

The more students listen, the better they get at listening – and the better they get at the understanding pronunciation and at using it appropriately.

- b. Help students prepare to listen

Students made to be ready before listening the recording.

- c. Students ask to repeat the recorded

There are almost no occasion when the teacher will play an audio track only once.

- d. Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

- e. Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

---

<sup>3</sup> Jeremy Harmer, *How to Teach English*, (Pearson:Longman,2008), 135-136

f. Good teachers exploit listening texts to the full.

Good teachers always play an audio track until the end before repeating it.

### 3. Cooperative Listening

Cooperative listening is part of cooperative learning that nowadays becomes more popular. Based on Slavin, cooperative learning is a learning model where the students learn and work in little groups with 4 – 6 heterogenic members.<sup>4</sup> Cooperative learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals.<sup>5</sup>

Olsen and Kagan Defines cooperative learning as quoted by Richard and Rodgers:

*Cooperative learning is group learning organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning is to motivate to increase the learning of other.*<sup>6</sup>

---

<sup>4</sup> Isjoni, *Cooperative learning : Efektifitas Pembelajaran Kelompok*, (Bandung: Alfabeta,2012), 12

<sup>5</sup>Zhang Yan , ‘Cooperative Language Learning and Foreign Language Learning and Teaching’, *Journal of Language Teaching and Research*, 2010, 81.

<sup>6</sup>Richard Jack C, et .al , *Approaches and Method in Language Teaching, Second Edition*, ( New York:Cambridge University Press,2001).

Then, Slavin also states “In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher”.<sup>7</sup> Then, based on Johnson, cooperatives come from cooperanoon word. He states,” Cooperanoon means working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning”.<sup>8</sup> From those theories about cooperative learning, it is clear that cooperative listening is a method that use grouping in teaching listening. Cooperative learning refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project.<sup>9</sup>

The approach principally aims to enhance the quality of learning by having learners cooperate in small groups or pairs.<sup>10</sup> So, in cooperative listening, students should work together with their partners. Different from some other methods, these methods enable

---

<sup>7</sup>Richard Jack C, et. al..., 15.

<sup>8</sup>Richard Jack C, et .al..., 15-16.

<sup>9</sup> Felder, Richard.M & Brent, Rebecca, *Cooperative Learning*,2007,p.1.

<sup>10</sup> Patrisius Istiarto Djiwandono ..., 1.

students to work together with their classmates to comprehend spoken discourse and then benefit each other by sharing the strategies they employed during the listening.<sup>11</sup>

From those explanations it can be concluded that cooperative listening focuses on teaching students how to comprehend the listening material by working together and helping each other in a group.

This technique also allows weak learners to learn from more skilled learners how to listen strategically and what strategies are effective for comprehending spoken discourse. And also it gives the learners opportunities to let other class members, including the teacher, know about the strategies they have been using.<sup>12</sup>

There are also some detailed steps of the cooperative listening technique as follows:

1. The teacher divides the learners into pairs or groups of four and gives them written questions on the content of the material they are about to hear.
2. The teacher tells the learners that they are to listen to the recorded speech passage, make note of whatever they can get from it, and try their best to answer the questions. The teacher tells the students to

---

<sup>11</sup>Patrisius Istiarto Djiwandono..., 2.

<sup>12</sup> Patrisius Istiarto Djiwandono..., 2.

use whatever strategies they can to accomplish the task and to remember those strategies. The speech passage is then played.

3. At the conclusion of the listening session, the teacher has the learners share with their partners or group members any information they got from the recorded passage, including the answers to the questions. The teacher also instructs the students to tell each other what strategies they used to understand the spoken passage.
4. Each pair or group reports the results of their cooperation. The report should contain (1) the ideas they successfully got from hearing the passage and (2) the strategies they used to accomplish the listening task. The teacher may write down these strategies on the board.
5. The teacher plays the recorded passage again to let the learners verify their answers, encourages discussion of the effectiveness of their strategies, and highlights some strategies which the teacher considers effective. At this point, some of the learners may be asked to give a more detailed explanation of the strategies they used so their classmates can use them as models. The discussion should be guided in such a way that less able learners can learn as much as possible from the more proficient and effective strategy users.<sup>13</sup>

#### **4. News Item Text**

---

<sup>13</sup>Patrisius Istiarto Djiwandono..., 33.

News item is a text which informs readers about events of the day. The events are conceding red newsworthy or important. Then, its purpose is to inform readers of viewers about events of the day which are considered newsworthy or important.

This kind of text informs the readers or the listeners about an event that deserve to be reported. This text tells the readers or listeners the detail of the event. The content of this text also answers five kinds of question word there are, who, what, when, where, why and how. It explains who are the people that involved in the event, what is the event, when that event happened, where the place, why it happened, and how the detailed processes of that event.

#### Generic Structure of News Item

1. Newsworthy event(s): recounts the events in summary form.
2. Background events: elaborate what happened, to whom, in what circumstance. This part will answers question of why, who, where, when.
3. Sources: comments by participants in, witnesses to and authorities' expert on the event.<sup>14</sup>

---

<sup>14</sup> Bamanti, Ikhsan & Okatviani, Rizki Dwi , *Ringkasan Teori & Evaluasi bahasa inggris SMA/MA*, (Jakarta:Grasindo, 2011), 52

Example of News Item Text<sup>15</sup>

<b>20 terror suspects involved in bank robbery</b>	<b>Title</b>
Twenty terrorist suspects confronted by the National Police's Densus 88 counterterrorism unit in separate raids had been involved in armed robberies at Bank Rakyat Indonesia (BRI) offices in three cities, a police officer says.	<b>Event</b>
"They stole Rp 790 million (US\$81,192) from BRI in Batang, Central Java; Rp 630 million from BRI Grobogan; and Rp 460 million in BRI Lampung. They also attempted to burn down Glodok Market in Jakarta," said National Police spokesperson Brig. Gen. Boy Rafli Amar in Jakarta on Thursday as quoted by Antara news agency. He said the suspects carried out various initiatives to collect money, including through robbery.	<b>Background</b>
"Four terrorist suspects were preparing a robbery in Kebumen, Central Java, when they were arrested in an overnight raid in the regency that ended this morning," said Boy. (ebf)	<b>Source</b>

## 5. English Broadcast

Broadcast means to send out programs on television or radio.<sup>16</sup>

Broadcast here means a program that informs the listeners and the

<sup>15</sup> Rafli Amar, *20 Terror Suspect Involved in Bank Robbery*, ( <http://www.thejakartapost.com/news/2013/05/09/20-terror-suspects-involved-bank-robbery.html>, accessed on 10 may 2013, 2013).



viewers about news or some events. Example of broadcast in Indonesia is a news program. While, in this thesis the researcher uses English Broadcast which mean a broadcasting program using English. The examples of English broadcast are VOA Podcast and BBC Podcast.

## **6. Previous Studies**

### **a. Cooperative Listening as a Means to Promote Strategic Listening Comprehension<sup>17</sup>**

It is a journal by Patrisius Istiarto Djiwandono that presents a technique combining cooperative learning and strategic learning. In this journal the writer explained about what cooperative listening means and also the detailed steps in cooperative listening. But, the writer does not explains about what are the effect of cooperative listening on the tenth graders' achievement and their difficulties while using cooperative listening.

### **b. The Implementation of Cooperative Integrated Reading and Composition Technique to Teach Reading Narrative Text at the Eleventh Grade of MA Tulangan Sidoarjo<sup>18</sup>**

The research conducted by Yeni Isfatul Ahmad from IAIN Sunan Ampel proposed to know how the teachers in MA

---

<sup>16</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary...*, 141.

<sup>17</sup> Patrisius.I.Djiwandono..., 3

<sup>18</sup> Yeni Ahmad Isfatul: "*The Implementation of Cooperative Integrated Reading And Composition Technique To Teach Reading Narrative Text at Eleventh Grade of MA Tulangan Sidoarjo*" (Surabaya:IAIN Sunan Ampel,2011)

Tulangan Sidoarjo implemented the using of cooperative learning method. In this thesis the researcher focused in reading skill and use cooperative Integrated Reading and Composition Technique (CIRC).

The researcher found that most students interested learning English by using this technique. Students also have increased their understanding of the material after the teacher taught them by using this kind of technique. This research shows that teaching reading by using cooperative technique is useful to increase the students' understanding and participation in class.

**c. The Impact of Cooperative Listening Materials Adaptation on Listening Comprehension Performance of Iranian EFL Learners<sup>19</sup>**

This research conducted by Mojtaba Ghassemi, a student of University of Khatam, Iran that studied about adapting a cooperative listening material for Iranian EFL learners. In this research Ghassemi wants to know how the impact of cooperative listening on listening comprehension performance of Iranian EFL (English as a Foreign Language) learners.

---

<sup>19</sup> Ghassemi, Mojtaba: "The Impact of Cooperative Listening Materials Adaptation On Listening Comprehension Performance of Iranian EFL Learners" (Iran :University of Khatam, 2012.)

The researcher found that this method motivated students to participate in learning processes. The students' achievement also increased after doing cooperative listening. But this research does not explain about the difficulties faced by students when doing cooperative listening.

**d. Promoting EFL Young Learners' Cooperative Listening: A Focus on the Management of Affective – Cognitive Processes in Group Dynamics<sup>20</sup>**

This research was conducted by Dr. Mohammed Farouk Abd Elsami' Ali from associate professor of EFL curricula and instruction college of education Fayoum University, Egypt. Elsami wants to know the effect of cooperative listening to the learners' listening comprehension. The researcher found that the learners' have increased listening comprehension by learning in groups. But this research does not try to find what the difficulties that students faced during the processes of cooperative listening are.

**e. The Implementation of Cooperative Learning Method in Teaching English at SMAN 1 Sumberrejo, Bojonegoro<sup>21</sup>**

---

<sup>20</sup> Ali, Mohammed Farouk A.E: “ Promoting EFL Young Learners' cooperative Listening: A Focus on The management of Affective – Cognitive Processes in Group Dynamics’, Associate Professor of EFL Curricula And Instruction College of Education – Fayoum University”, Egypt 2007.

<sup>21</sup> Nailil Elmina Huda: “ *The Implemmentation of Cooperative Learning Method in Teaching English at SMAN 1 Sumberrejo, Bojonegoro* ”( Surabaya:IAIN Sunan Ampel,2011)

This Thesis conducted by Elmina Nailil Huda from IAIN Sunan Ampel, Surabaya. The researcher wants to know how the teacher implements cooperative learning method in teaching English and also the students' responses of using this method. In this thesis the researcher use cooperative learning with no specific technique, so the teacher could use jigsaw method, brainstorming, CIRC ( Cooperative Integrated Reading And Composition Technique ) and other techniques.

The researcher found that by using cooperative learning, the students' achievement increased and their responses are good. The students' feel enjoy while taught by cooperative learning. But this thesis does not answer my question about if there any difficulties faced by the students during using cooperative learning in their learning processes.

**f. Cooperative Language Learning and Foreign Language Learning And Teaching<sup>22</sup>**

This research conducted by Yan Zhang, Zhengzhou Institute of Aeronautical Industry Management, China. The researcher wants to know the positive effect of using cooperative learning in teaching foreign language and compare it to the

---

<sup>22</sup> Yan Zhang, "Cooperative Language Learning and Foreign Language Learning And Teaching". *Journal of Language Teaching and Research*. Vol.1 No. 1. 2011, 81-83.

traditional method. Zhang found that used cooperative learning was more interested for the students. The students have high participation but much of them still cannot comprehend the listening material. In this research Zhang explained about the students' score but does not explained what make the score different. And also this research does not answer my question about the students' difficulties in learning process using cooperative listening.

**g. An Action Research Study on Using Cooperative Learning During Graphic Design Classroom Crits<sup>23</sup>**

A thesis by Anise Verlene Simpson that supposed to know how is the effect of using cooperative learning on the graphic design classroom crits and how is the students' participation during the learning processes. Anise found that it is useful to increase the students' understanding. But Anise found that the students' participation is lack during the process of cooperative learning.

**h. Effects of Cooperative Learning on Motivation, Learning Strategy Utilization, and Grammar Achievement of English Language Learners in Taiwan<sup>24</sup>**

---

<sup>23</sup> Anise V Simpson, "An Action Research Study on Using Cooperative Learning During Graphic Design Classroom Crits". *Master of Education Theses*. 2011.Paper 47. [http://digitalcommons.cedarville.edu/education\\_theses/47](http://digitalcommons.cedarville.edu/education_theses/47)

In the research conducted by Hui-Chuan Liao, it is supposed to examine the effect of using cooperative learning on students' motivation, learning strategy utilization, and grammar achievement of English. The researcher found that the students' mostly improved in their motivation and achievement.

**i. Pengaruh Model Pembelajaran Cooperative Learning Tipe Student Team Achievement Divisions (STAD) Pada Pencapaian Kompetensi Membuat Pola Blazer di SMKN 1 Sewon Bantul<sup>25</sup>**

It is a research conducted by Septi Dwi Dayanti from State University of Yogyakarta. In this research she wants to know the effectiveness of using cooperative learning type of student team achievement divisions (STAD) on the students' competences in learning processes. And she found that the students' competences increased and they enjoy learning by cooperative learning.

**j. Learning to Learn Cooperatively<sup>26</sup>**

---

<sup>24</sup> Hui-Chuan Liao, "Effects of Cooperative Learning on Motivation, Learning Strategy Utilization, and Grammar Achievement of English Language Learners in Taiwan". (University of New Orleans Theses and Dissertations. 2006), 329.

<sup>25</sup> Dayanti, Septi Dwi, *Pengaruh Model Pembelajaran Cooperative Learning Tipe Student Team Achievement Divisions (STAD) Pada Pencapaian Kompetensi Membuat Pola Blazer di SMKN 2 Sewon Bantul*, (Yogyakarta:State University of Yogyakarta,2011)

<sup>26</sup> Anne H Byrd, *English Teaching Forum*,2009, no.4

It is a journal by Anne Hammond Byrd that discussed about what cooperative learning is and how this method will affect the students' motivation and achievement.

It concluded that there are some previous studies related to cooperative listening. Each study discussed about using cooperative listening and cooperative learning. Most of the previous studies found that this technique succeeded to improve students' participation and motivation in learning processes. Almost all previous studies were just observes the learning processes, but in my research I want to implement cooperative listening directly in a group of students. By implementing directly the researcher may observe the processes and the result directly. Then, my research also wants to know if there are some difficulties faced by the students' during the implementation of cooperative listening.