CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching English in Indonesia

2.1.1 The Goal of Teaching English in Indonesia

English is one of international language which always used around the world. It is needed to communicate with other people all over the world. It will make easier to understand with the different culture and language among country.

In Indonesia, English is one of foreign language that becomes one crucial lesson that must be taught as a compulsory subject at the elementary school up to university level. The purpose of teaching English is the student can implement it and they can be able to communicate each other.

Communicative Language Teaching (CLT) in Savignon (1991) involves learners as active participants in communication. Language skills are not divided into active and passive skills but rather as productive and receptive skills that involve a collaborative nature of meaning making, and this collaborative nature is best illustrated by interpretation, expression and negotiation of meaning. CLT has become a term for methods and curricula that embraces both the goals and the process of classroom learning. The goal is to reach communicative competence of the target language, and the process is by building learners' grammatical,discourse, strategic, and sociolinguistic

competence through communicative activities. Then, the teachers have to be active learners in communication.

According to KTSP 2006, there are four language skills, listening, speaking, reading and writing, which include their components, such as grammar, pronunciation, and also vocabulary. These elements are very useful for teaching those four language skills with vocabulary and pronunciation are the most essential for the students in learning English.

2.2 Listening

2.2.1 Definition of Listening

Listening is an activity that gives mutual understanding and provides us to know what people's needs so that we can connect with them (Lawson: 2007). Listening is a special skill that is always used in the communication in many occasions. A businessman or someone who wants to have a good relationship can apply listening techniques in a good way. Every person will apply to listen to what others say, for the sake of expanding business relationships or relationships are more widespread.

Carnegie, in his book *How to Win Friends and Influence People* (1995) said sometimes a good conversationalist is a good listener. Actually, we do not need a listening skills, how to do it or the process of it. Listening is respecting for others by listening to their

conversation and can respond to what they want to know. In a conversation that will create a positive thing, when the speaker feel valued by listening to what he or she is talking about , it will create a good relationship and a positive value for the listener . As if someone always listening, someone always understands. If we have not listen, the speech or conversation it will be temporary and there will be a misunderstanding.

Listening is the beginning of a conversation when the other person is speaking, we will listen to what he or she is talking about and will respond it well. The voice message from the other person will be conveyed properly if we can appreciate and listen to what the topic is .Usually, if someone listens well, he or she will find many new things from others. A wide variety of different topics and with different delivery method will make it very pleasant.

However, hearing is not the same as listening. Listening involves more than simply hearing. Notably, listening is an active process involving the construction and retention of and reaction to meanings we assign to information.

2.2.2 Listening in Junior High School

The learning process of English in SMP/MTs focuses on the developing listening, speaking, reading and writing.

In Junior High School, the listening material is the form of many different expressions and many kinds of text. Such as:

2.2.2.1 Many Different Expressions

a) Expression of asking, giving and rejecting :

To ask for someone's help, you could use these expressions:

· Can you help me, ...?

· Please, help me.

· Can you do me a favour, please?

· Would you be so kind as to ...?

To give help to someone, you could use these expressions:

· Let me give you a hand.

· Here, I'll do it for you.

· May I help you with ..., Sir/Ma'am?

To reject someone's help, you could use these expressions:

· No, it's not necessary.

· Thank you for offering, but ....

b) Expression of offering thing :

To offer someone, you could use these expressions:

· Would you like some pie?   - What will you have (to drink)?

· How about a glass of wine?   - Would you like some more cake?

c) Expression of rejecting something :

To reject someone, you could use these expressions:

- Thanks.

- No thank you. It looks delicious though.

- Thanks, but I don't drink (alcohol).

2.2.2.2 Description about Text Type which is adopted from an article by Permana (2013):

a) Descriptive text is a text which tries to describe a person, place, or a thing in such a way that the reader can imagine the topic and enter into the researcher's experience. This text is using simple present tense.

b) Recount text is a text that is used retell to events for the purpose of informing and entertaining. This text is using simple past or past perfect tense.

c) Narrative text is a text which tries to entertain, create, stimulate emotions, and motivate the reader. This text is using simple past tense.

d) Procedure text is a text which tries to tell the process how to do or make something in the order. This text is using the simple present tense.

e) Report text is a text which tries to organize and present information about a class of things.

This text is using simple present tense

2.2.3 The Importance of Listening in Language

Listening is not only a good response in the communication in many occasions. In student's language learning, listening is the part of the specialist skills in English language learning. Given our basic understanding of listening, it is clearly an essential skill for effective communicators. A study shows that we spend 80 % of our daily in communication, at least 45 % of that time is spent in listening (Lawson: 2007)

When Werner (1975) investigated the communication activities of high school and college students, homemakers, and employees in a variety of other occupations, she determined that they spend 55% of their time listening, 13% reading, and 8% writing. The importance of listening is even clearer when we consider how we use it in our personal and professional lives. Listening helps us build and maintain relationships and can even help us determine whether the person we are talking to is being deceitful (Batista, 1997).

2.2.4 Process of Listening

Listening is the complex process which is the key of communication. The process moves through the first three steps— hearing, attention and understanding—in sequence. Remembering,

evaluating or responding may or may not follow. For example, it may be desirable for the listener to respond immediately or to remember the message in order to respond at a later time. According to Luka (2009) the processes of listening are:

1) *Hearing*

It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention)

2) *Attention*

Brain screens stimuli ad permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, sudden noise are attention getters; attention to more common place or less striking stimuli requires special effort; postural adjustments are aided by physical changes in sensory receptor organs; receptor adjustments might include tensing of the ear's tympanic muscle for better response to weak sounds.

3) *Understanding*

To understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived;

symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

4) *Remembering*

It is important listening process because it means that an individual has not only received and interpreted a message but also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

5) *Evaluating*

It is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact form opinion and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

6) Responding

This stage requires that the receivers complete the process through verbal and or/ nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

2.3 Listening Recount Text

Adopted from an article by Permana (2013), recount text is a text that is used to retell events for the purpose of informing and entertaining. This text is using simple past or past perfect tense. In this text, mentioned about what, when, who and where the story is occurred. This text usually uses simple past tense or past perfect tense. In listening lessons, the text tested by using the "Fill in the blank " or "Multiple Choice". When using this text in an assignment or a test, the teacher will use audio media from native speakers or use the image media, and other games.

From Jeffrey (2012), there are several steps commonly used in listening recount text.
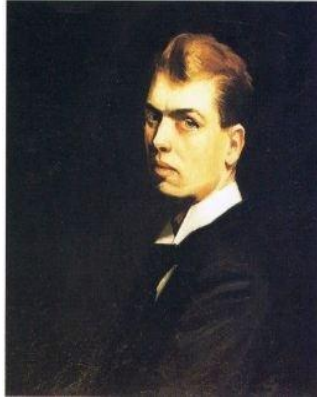
The steps are:

1) Pre Listening Activities

Figure 1. Picture

Teachers begin the lesson by opening the minds of students by giving the description of the recount text . Teachers will describe it by giving a few pictures and started to give direction . The image can be a story , or the experience of someone .The teacher will ask the students to choose an image that has been prepared. The example is the picture of a famous people. When students have a choice , the teacher will give a few words which will match with the text that will be delivered . The teacher asks the student to tell about the picture.

2) Whilst Listening Activities

After determining the appropriate image with the choice of the students , the teacher will begin the next step . The teacher will provide the audio associated with the image . The teacher asks the students to listen to the audio carefully . After that , the teacher gives 3-5 questions relating to the chosen image . The students will answer the questions to find out the value of understanding and listening to the recount text .

3) Post Listening Activities

The students have completed a short practice questions , and then move to the next stage . Teacher is already preparing the next practice questions . This is a test to determine students' vocabulary of understanding the text . The problem shaped script with a few sentences of text which omitted. This text has been used in general in the learning of listening . After administration of exercises completed , the teacher gives the task for the next meeting .

2.4 Improvisational Technique

According to Stephen (**2011) improvisation** *is the practice of acting, singing, talking and reacting, of making and creating the new thing in the moment and in response to the inner feelings. This can result in the invention of new thought patterns, new practices, new structures or symbols, and/or new ways to act.* Derived from the Latin "improvisus", the word improvisation literally means "not seen ahead" or "unforeseen". Improvisation technique is a technique that expands the activities with spontaneous way.

From www.wikipedia.com, Improvisation is the practice of acting, dancing, singing, playing musical instruments, talking, creating artworks, problem solving, or reacting in the moment and in response to the stimulus of one's immediate environment and inner feelings. This can result in the invention of new thought patterns, new practices, new structures or symbols, and/or new ways to act.This technique is

commonly used in game of music, theater or learning process in some schools. This technique is also known as the technique of acting and creating something new. Typically, the technique can help the musician or a theater teacher and also teachers who are provide something different for the students.

Improvisational technique sometimes referred as tools that can be added to any existing set of teaching strategies. This technique derived from the experiences in improvisational theatre can be adapted for the college classroom. When improvisation is used in teaching, students provide different responses throughout the class session, and the instructor does not evaluate any given response but instead facilitates the improvisation process among the student with the goal of guiding them toward discovery of their own knowledge.

The students will have the opportunity to express themselves creatively, play together, as the reward of their brilliant ideas and minimize their mistakes in the class activities later. In other meaning, improvisation is not simply of reaching goal but it is the process of creating meaning (Sennett & Matusov: 1995). In improvisation, it means listening to the words of other people, receive the word of others, and understand what the other person wants.

The course about improvisational technique is designed for students to:

> build trust,

➢ foster teamwork and better brainstorming,

➢ improve communication and presentation skills,

➢ promote creative problem solving,

➢ respond quickly and decisively to unanticipated challenges,

➢ think on their feet and recognize opportunities as they arise,

➢ increase their comfort level with change and willingness to take risks,and

➢ manage change and promote a supportive, improvisational corporate culture.

There are principles of improvisational technique according to (Berk & Trieber: 2009):

➢ Trust. In order for a group to be successful and productive, the members of the group, referred to as "players," must to be able to trust one another.

➢ Acceptance. Players must be willing to accept a new idea in order to explore its possibilities—not just say "yes," but have an attitude of "yes, and . . .," meaning, "I accept the offer to improvise (using ideas, words, or movement) and must build on it." In other words, players must say yes, accept the offer, build on it, contribute, and discover new ideas. It is this process that harnesses

the power of collaboration. Each team member is responsible for contributing to and supporting the group's activity.

➢ Attentive Listening. Players must be aware of the partners with whom they are co-creating in order to increase their understanding of each other and to be able to communicate effectively.

➢ Warms up. Warm-ups are structures that provide an opportunity to develop trust and safe environments, where the players can feel free to explore through "content less" games and structures. It is similar to bantering with students to develop rapport.

There are four major instructional reasons for using improvisation in the classroom:

(1) It is *consistent with the characteristics of the current generation of students,* which has grown up with the technology especially their desire to learn by inductive discovery, experientially, their need for social interaction and collaboration, their emotional openness, and their limited attention span.

(2) It *taps into students' multiple and emotional intelligences*, particularly verbal/linguistic, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal.

(3) It *fosters collaborative learning* by helping to build trust, respect, and team spirit as well as listening, verbal and nonverbal

communication, ad-libbing, role-playing, risk-taking, and storytelling skills.

(4) It *promotes deep learning* through the active engagement with new ideas, concepts, or problems; linking the activities or tasks to prior learning; applying the content to real-life applications; and evaluating the logic and evidence presented. A further explanation of each of these reasons follows.

Fleming (1995) noted that the three most common methods of student learning are visual, auditory, and kinesthetic. By using those modalities, the teacher facilitates better learning for the student. For example, the teacher writes and draws on the board for the visual learners, speaks for the auditory learners; and for the students who are kinesthetic, actions is the best method of instruction. The researcher has found that using improvisational exercises helps all three types of students to integrate the new material.

2.4.1 Improvisational Technique Procedure

Actually in listening, no method is needed because this is just listening to what was said or what was heard from provided audio. If the student only listen from supplied audio, this technique is not necessary. The researcher uses a technique of improvisation in teaching listening before a test or assignment will be given. This technique as a

stimulus to facilitate them in audio listening comprehension will be tested.

When listening , students should already mastered the first English vocabulary and good in writing . In listening , vocabulary becomes important . When students do not know about it or have not master of the pronunciation , the meaning of it or the way of writing it , then when they start listening task , it will be difficult for them . This is why the researcher used this technique .

The main objective is to train students improvisation using elements of language , paralinguistic elements (pauses , tone and intonation) and not linguistic (facial expression , hand gestures , head and etc.) with something memorable in the interaction language or actions . It can encourage and stimulate students to connect with the feelings of the subjects which they studied . The students are free sharing everything, make discoveries, to give something and contribute something. Improvisation can give it a fun addition to a student's ability .

 According to Maurer (1997), there are some procedures in improvisation such as:

1 . Presentation .

Presentation means that, before we expect students to use language or structure, we present it to them. This is true in an ESL class in an English-speaking society, where students are surrounded by

the language. It is all the more true in an EFL class where English language input for students is probably much less. Thus we need to provide students with a variety of models and contexts that will give them the input they need to be able to use the language productively.

2 . Practice

Practice means that, after we present the material that we want our students to learn but before we expect them to use it productively, we give them ample opportunities to practice it. That is, practice comes before the testing situation.

3 . Production

Production means that, having presented the language that we want our students to learn and given them opportunities to practice it, we may now justifiably expect them to produce it and they have to use it more or less freely in real, largely uncontrolled situations.

4 . Preparation

It can be helpful to have a few of the words up on the board to assist the students in following the pattern . By writing the first few words that are used , the teacher can reinforce the pattern of this visually speaking / listening exercise .

5 . Modeling

Modeling means that, having presented the learning process by making modeling in the evaluation.

6. Play

Play means that, having fun in the end of the learning. Here, play with learning. The researcher uses some games according to www.marcoproduct.com , they are:

♣ *FLY SWATTER*

Purpose:

To review listening skills and bullying and decision-making roles

Number of Players:

Classroom

Directions:

(*Note:* This is a good game to use when reviewing terms and definitions.)

Divide the students into two teams. A student from each team comes to the board. The first student to cover with a fly swatter the circle containing the correct answer wins a point. The students sit down and the next two students come to the board. Repeat this procedure until everyone has had a turn. The team with the most points wins.

On the board, draw circles for each term the students are to review. Write each term in a separate circle. An example from a small-group or classroom program on bullying could be:

Focus, Accept, Give Feedback, Aggressive, Passive, Ringleader Bully, Victim, Assistant Bullies, Reinforces, Bystanders, Defender, Automatic Decision, and Daily Decision.

♣ *POEM OF ME*

The game is focusing on their daily vocabulary which they know. They will begin to think about their own nature personal that would lead them to be able to write those things correctly and ask each other.

This game can find out more details about the vocabulary they know .

It can help them to find a new vocabulary to suit their own personal .

Poem Of YOU

I AM
_____
YOUR FIRST NAME

I AM A
_____ _____ _____
3 ROLES YOU HAVE

I AM
_____ _____ _____
4 ADJECTIVES THAT DESCRIBE YOU

I ENJOY
_____ _____ _____
3 THINGS YOU ENJOY DOING

I WANT TO
_____ _____
2 THINGS YOU WANT TO DO WITH YOUR LIFE

I AM
_____
YOUR FIRST AND LAST NAME

♣ *YES, LET'S!*

First person jumps onto stage and says, "Hey! Let's paint the floor!" All respond, "Yes! Let's paint the floor!" and all begin miming the action of

floor painting until someone shouts, "Hey, Let's brush each other's teeth!"Etc.

♣ *ENDOWMENTS.*

Put a good actor in the center of the circle. Other actors walk in and begin talking to him, "endowing" him with a personality!

"Grandma! I haven't seen you in years!"…improve continues until the next circle person walks in to change the endowment. "Here, Rover! Here boy!"

2.5 Previous Study

Beside of the literature that explained above, the researcher conducts the thesis from the research before. It is written by Pamela J. Florea titled "Using Improvisational Exercises for Increasing Speaking and Listening Skills" (2011) Hankuk University of Foreign Studies, Yong-In, South Korea. In this study shows the result of teaching speaking by using improvisational exercise. So, it makes the writer wants to implement the audio visual media in teaching listening.

In this research, the researcher explained about improvisational exercise with its procedure for teaching speaking. The important goals of improvisational exercise are student pronunciation improves and vocabulary practice is enhanced.

The first differences between this research with Pamela's research is on the observed skill. Pamela was applied Improvisational Exercise for increasing Speaking and Listening skill while this research apply the method to improve listening skill only. The second is focus of the study. Pamela's research is focus on many components in English such as, grammar, vocabulary, pronunciation while this research focus in teaching listening recount text which is including

vocabulary. The third difference is on the subject of the study. Pamela's research was applied her research on the student of Hankuk University while this study apply on eight grade student of SMP Negeri 1 Bungah.

The similarity of this research is on Improvisational Technique to improve student's ability. So, the weakness of the previous study is about the method. The previous researcher uses the improvisational exercise which is just for a while. In contrast from the weakness, this research also has strengths. The Improvisation is an easy way to create an environment for students to interact with the language. Improvisation exercises are a rewarding way to practice the lessons taught. Finally, improvisation is fun, and that is always a win.