

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher put some literature related with this study. It consists of listening, difficulties in listening, teaching listening, listening process and word association technique.

#### 2.1 Listening

In language learning, there are four basic skills ; listening, reading, writing and speaking, listening always have a first place of them to learn because listening is most important skill of the four skills and also the basic way of receiving language input. We know that language is listening, we cannot beginning the conversation without hear what people talk. Someone who cannot speak clearly because he cannot hear clearly too. So, listening is the basic of learning language.

This is supported by Kellin, in our activity we spend seven minute of ten minute to do communication. Of these seven minutes (70 percent of the time to communicate), 10 percent is spent for writing, 15 percent for reading, 30 percent for talking and 45 percent for listening. Listening has a largest proportion to begin the communication. In other word, we listen for speaking. Listening is an essential skill that we must have it first.

The conversation will be happen when we can understand what our interlocutor says. We can get the interaction of listening when the listener has responsibilities to respond it. All the time when the listeners are listening, they

must respond to it by giving back interaction; say something or showing a gesture that you have paid attention to her.

In the school, students have assumed that listening is not easy for them. Chumpkin (2008: 21) stated that students always think it difficult to listen well. So to foster the students' listening comprehension skills and prepare them as active listeners in language learning are a big challenge.

## **2.2 Difficulties in Listening**

According to Machackova (2009: p.12-16) most of the students believe that listening is the most difficult skill and they start to panic when they hear words during listening. It makes a student unfocused on the listening because their first judgment for the listening skill. Here Machackova provided a list of the problems that students get during listening, they are:

- a. Problem caused by pronunciation
- b. Problem caused by the Lack of Control of a Speaker's Speech Speed
- c. Problem caused by the Inability to get Things Repeated
- d. Problem caused by the Listeners' Limited Word Stock
- e. Problem caused by the Failure to Concentrate
- f. Problem caused by the Interpretation
- g. Problem caused by the Inability to Identify the Signals
- h. Problem Caused by the Language
- i. Problem caused by the Lack of Visuals Support

### **2.2.1 Problem caused by the Listeners' Limited Word Stock**

For a listener who does not know all the vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning and as a result of

this they miss the following information. Our claims that learners believe that everything that is said on the recording is equally important to the main meaning and their effort to understand everything lead in ineffective listening and can also cause that students feel that they did not succeed. Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it their mother tongue since this strategy will help them to be more successful (Underwood). (Machackova (2009: p.14)

### **2.3 Teaching Listening**

According to Richard (2008:3) teaching listening has two different perspectives, they are Listening as comprehension and Listening as acquisition.

#### **2.3.1 Listening as Comprehension**

In most methodology manuals Listening and listening comprehension are synonymous. Listening as comprehension is the traditional way of thinking about the nature of listening (Richard; 2008). Listening as Comprehension is based on the assumption that the main function of listening is to facilitate the understanding of spoken discourse.

#### **2.3.2 Listening as Acquisition**

Richard (2008:14) stated that the approach of teaching listening is based on the following assumption, they are:

1. Listening serves the goal of extracting meaning from the messages.
2. To do this approach, the learners have to be taught how to use both bottom up and top down processes to understand the message.
3. The language of utterance- the precise words, syntax, and expression- used by the speaker are temporary carriers of meaning. Once meaning is

identified, there is no further need to attend to the form of message unless problem in understanding occurred.

4. Teaching listening strategies can help make learners more effective listeners.

The implication of Listening as acquisition of the role of listening in language learning to the teaching listening is distinguish between situations where comprehension only in appropriate instructional goal and those where comprehension plus acquisition is a relevant focus. Listening texts and materials can then be exploited, first as the basis for comprehension and second as the basis for acquisition.

Richard propose a two part cycle of teaching activities that appropriate for the listening as acquisition classroom strategies, they are:

1. Notice activities

Involve returning to the listening texts that served as the basis for comprehension activities and using them as a basis for language awareness. Here Richard give an example what the student can do to listen again to a recording in order to :

- Identify different between what they hear and a printed version of the text.
- Complete a cloze version of the text
- Complete sentences stems taken from the text
- Check off entries from a list of expressions that occurred in the text.

2. Restricting activities

The oral written tasks that involve productive use of selected from the listening text. Richard gives some activities that student can do, include:

- Paired reading of the tape script in the case of conversational texts.
- Written sentence- completion task requiring use of expressions and other linguistic item that occurred in the text.
- Dialog practice that incorporates items from the text
- Role plays in which students are required to use key language from the text.

## **2.4 Listening Process**

Listening process is a process that include of hearing a sound. This is a process where the learners try to understand in order to the content of listening. According to Richard (2008) there are two processes in listening ; Bottom up processing and top- down processing.

### **2.4.1 Bottom up Processing**

Bottom up processing is the process where the learners hear some sound and try to hold them in their long memories. Bottom up processing begins with the received data is analyzed as successive levels of organization- sounds, words, clauses, sentence, text- until meaning is derived (Richard : 2008). In this process, the learners try to chat the meaning of the message from word by word, consider by vocabulary and grammatical structure, to understand what the listening content.

Clark and Clark summarize the bottom up processing as quoted by Richard (2008; 4) in the following way:

1. The listeners take in raw and restrain a phonological representation of it in working memory.
2. The listeners intermediately attempt to organize the phonological representation into constituent, identifying their content and function.
3. The listeners identify each constituent and then they use it to construct underlying proposition, building continually on to a hierarchical representation of propositions.
4. Once the listeners have identifying the proposition for a constituent, they retain them in working memory and at the some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

When the listeners hear some sound from the speakers, make a conversation, they use bottom up processing to breaking down the utterance into components. This is referred to as “chunking”. Richard (1983) quote by Brown (2001; 256) make a list of Microskill of listening, attending to a smaller bits and the chunks of the language, in more of bottom- up process (Marsaid; 2008) . They are:

1. Retain chunk of language of different lengths in short- term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.

5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (noun, verb, etc), system, (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative function of utterances, according to situations, participants, goals.
13. Infer situation, participants, goals using real world knowledge
14. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main ideas, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.

17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of word context, appeal for help, and signaling comprehension or lack thereof.

#### **2.4.2 Top Down Processing**

In top down processing the learners go to listening with their prior knowledge of the topic, context and types of the text as well as knowledge of language to reconstruct the meaning using the sound as a clue. Richard (2008: 7) stated that top down processing refers to the use of background knowledge in understanding the meaning of the language. The background knowledge can come from the previous knowledge about the topic before. This background knowledge activity a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

According to Saha and Rezwan (2008) top down processing is used in the activities like listening for the main idea, predicting, drawing inferences and summarizing where the learners relate what they know and what they hear through listening comprehension. Listening in top down processing is looking for the meaning of the message in utterance.

In teaching top down processing Richard (2008: 9) explain the exercise that require top down processing develop the learner's ability to do the following:

- Use key words to construct the schema of discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer cause unstated details of a situation
- Anticipate questions related to the topic or situation

The following activities develop top down processing listening skill:

- Students generate a set of questions they expect to hear about a topic, then listening to see if they are answered.
- Student generate a list of things they already know about a topic and thing they would like to learn more about, then listen and compare.
- Students read one speaker's part in conversation, predict the other speaker's part, then listen and compare.
- Student read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to part of the story, complete the story ending, then listen and compare endings.
- Students read new headlines, guess what happened, then listen to the full news items and compare.

## **2.5 Word Association Technique**

Word association technique is the way to connect the word to each other using a key terms such as synonym, antonym, homographs, and homophone. It is supported by Richard quote as Istifci (2010), word association is the way in which words come to be associated with each other and which influence the learning and remembering words. It is refer to connection or make relation words between ideas, concept that will be associate which exists in human mind.

### **2.5.1 Implementation of Word Association Technique**

In Lingzhu, Listening using words association technique divide into three method, they are:

### **2.5.1.1 Questioning**

Questioning in pre listening will help the student build up their expectations about the information that they get in the question. Mostly the teacher gives the question after they finish listening. In this study, questioning is useful to find the answer related to the question that student read it for the first time before they listen. So, their prior knowledge on the topic can be activated. It can also use the student- generate question by giving the student topic, letting them ask question about what kind of information they would like to know, and then asking their classmates to give answers to the question. This activity not appropriate for opinion- giving text or fiction because the passage is too long. It best used for passages that factual information.

### **2.5.1.2 Making List Possibilities/ ideas**

By a key word, the teacher asks the student to make a list of possibilities/ ideas/ suggestion. This activities is very useful for the student to motivating their learning listening process. This way the students can use their list during the listening stages. While the student making a list, they can use the words and phrases they have already known or they can ask the partner to help. This activities can do in a group, the student can checking their list to their partner, because there is no right answer as to what should be on the list. Making much list is better to help the student to understand what the content that they will hear. To get more ideas, this activity best used a familiar listening content.

### **2.5.1.3 Looking the Pictures**

For the young learner, looking the picture can be implemented to them because they are a good at reading the picture. In pre listening” looking and

talking about” is an effective way of reminding the students of lexis which they may have forgotten or never known. It will also help them to focus their attention on the coming topic. This activity is very good for narrative and descriptive passages.

## **2.6 Previous Study**

There is a previous study that related to my research. Review of previous study is made in order to avoid replication. The research done by Prafida (2009) entitled “*Improving the listening ability of the eleventh grade students by using word association technique* “. The research method was classroom action research. The aims of the research was to find out how the student can predict the possibilities word that they associate with a key word and increase the students’ listening ability using word association technique. The subject of this research was eleventh grade students at SMA Negeri 15 Surabaya. She chooses one class out of eight classes, which was XI Bahasa consists of 13 students. The finding shows that the strategies used in word association technique helped students in understanding the message in listening better than students without the strategies.

Based on the previous study, the researcher found that the similarity of this study and the previous study. The similarity is about aim of the research which use word association technique to improve the students ability in listening by predicting a key term or picture. However, there are some differences between this study and previous study. The differences lay on the material, the subject of the study and the implementation of word association technique. In this research, the researcher chooses eight grade students as the subject. The difference of implementing is in “*making list a possibilities*” the previous study ask the student

to predict the key word in a time but in this study the researcher will give the students stock of word and match it by a key term. The reason is students can easily understand what the key word talking about. Students also can increase their vocabulary with this activity by using word association technique.