CHAPTER II

REVIEW OF LITERATURE

This chapter consists of the references and literature from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, listening skill and task type.

2.1 The Notion of Listening

Related to defining the idea of listening, some researchers have proposed the definition of listening skill. Like Vandergrift (1999) described listening skill as the requirement needed to comprehend the verbal information through coordinating morphology, phonology, vocabulary, and the background knowledge as well. Along the lines of Vandergrift, Rahimi and Mianmahaleh (2015) also claimed that listening is a process which need the understanding of vocabulary and grammatical structure in order to interpret the meaning of language input so that the communication take place. While Steinberg (2007) defined listening process as individual ability to distinguish each other through sense, aural organs, and construct the meaning to the message and figure it out.

Nevertheless, listening is a complex process compared with hearing. Hugo and Horn (2013) explained that hearing ability and listening ability was different. Most of people are born with a hearing ability, but it differs from listening ability. Listening ability cannot be enhanced by itself, it must be learnt. Hearing means that we just hear some voices and it is not necessary to understand it, while the learners are listening, they are not only hear it but learners' must understand what

the other speaks about. Further, Steinberg (2007) and Purdy (1997) explained those complex process into four stages which happened in order yet people unaware with it, they are: sensing and attending, comprehending and interpreting, retention, and responding to the verbal needs, concerns which offered by human being. Therefore, Ardila (2013) said that listening is a complex ability which has to utilize from various aspects in order to have a good performance in the practice of EFL and include in learner's engagement. Listening skill now is recognized as an active skill, which deal with various complicated tasks, for instance distinguishing sounds, understanding stress and intonation, due to the density in listening process which have revealed by some researchers (Vandergrift, 2004; Ghoneim, 2013). Another reason listening skill is known as an active skill, because it will be impossible for other speaker to have a communication or improve the oral skill if the listener does not understand what other speaker talk about (Rahimy and Mianmahaleh, 2015). From those various definitions, researcher assumes listening skill as an active skill which entails complex and simultaneous process and need vocabulary, grammatical structure and background knowledge in order to the listener is able to comprehend the verbal message or spoken language.

2.2 The Problems Encountered in Listening Skill

In spite of the importance of listening, it is not an easy skill to be learnt, moreover in ESL or EFL context. Many difficulties are faced by the learners either inside or outside the classroom. Bingol et.al. (2014) explores the problem appeared among second language learning class. The basic problem found in listening comprehension is limited vocabulary mastered by the listener, followed by the

length of audio, the speed level of the spoken text, a various accents used, pronunciation, even the physical environment such as less of concentration. Other psychological factor also affect learner's listening comprehension, for instance, learner's listening anxiety when they encountered a new word or the unfamiliar word, the learner tends to stop listening to the audio so that the learner often miss the next spoken text part. The unawareness of learner in recognizing the move signal from one point to other also hinder the learner's listening comprehension, because listening skill needs a full concentration. Once the concentration slights a break, it can inhibit the listening process (Ghoneim, 2013).

In addition, Hamouda (2013) mentioned detail difficulties faced by the learners, such as poor of grammatical knowledge that can interrupt the learner in interpreting the aural message, learner's inability to translate each word of target language into source language; truthfully it is not advisable and unnecessary to do, because it seems impossible for the learner. It also does not guarantee that the learner will be able to understand and comprehend the message in a whole. Understanding the whole spoken text will be more effective and possible to do in understanding the conveyed aural message. The level difficulty of the listening text sometimes can be the problem also, when the learner is not able to understand the listening text for example because of unknown words, complex sentence that consist of difficult grammatical and unfamiliar topic that the listener does not have any background knowledge about the topic provided. Not only from the listener and the psychological factor, but also physical factor influence the learner's listening ability. Such as, noise and the quality of tape or audio itself. No matter what are they doing to keep on focus on the audio and task, the strange noise still distract

them often. The same thing goes when the quality of the tape or audio provided by the instructor is poor. The unclear audio resulted in bad listener's comprehension.

Looking at some problems encountered by the learners in listening comprehension which revealed by many studies, certainly it is difficult to expect the learners get better comprehension or result in listening skill. Therefore, to overcome those problems, different task types are needed to maximize the teaching learning process.

2.3 The Nature of Task

Task has been used for hundreds of year, hence, many researcher make an attempt on defining the task's definition. Azemzadeh (2014) explained task as common language activities that consist of various cognitive processes include of productive or receptive skill and oral or written skills as well. In line with Azemzadeh, Lee (2000), Skehan (1996), Bygate (2001) and Prabhu (1987) in Bayat et.al (2015) considered a task as a form of activities that involving priority of task completion, the assessment of task outcome, a mechanism in structuring and sequencing interaction among the participant. Those activities are required the learners to use, to comprehend, to manipulate, and/or to produce the target language that emphasizes on meaning to attain an objective through the process or information given. This process can be set and controlled by the teacher as well. Giving credence to Lee, Nunan (2004) asserted that task is a classroom works that prefer to focus on meaning rather than on form. Further, he explained the classroom work let the learners to involve in fulfilling, manipulating, and conveying in the target language. Linking the definition from Nunan and Skehan's criteria, Mao (2012) described task as the classroom activity which involves

learners with the help of the teacher in comprehending, manipulating, producing or interacting in the target language with a communicative goal.

Some researchers define task as the important outcome, since task is considered as goal of language learning. Van den Branden (2006) described task as an individual activity that require individual using target language to achieve the objective. Similarly, Richards and Renandya (2002) believed task is an activity that leads the learner to the real outcome while using their available language resources. Further, Samuda and Bygate (2008) gave a detail related to defining the outcome of the task that has pragmatic and non-linguistic outcome.

Conclusively, task is the activities that the outcomes focus on meaning and let the learners to face the real world through the obtained information which can be regulated, controlled and assessed by the lecturer in the process.

2.4 Task Type's Classification

Task type is one of the key characteristic in task based language and teaching. It can be classified in numerous way. Some classifications of task type are proposed by many researchers. Below are the description of each classification:

2.4.1 Willis' classification

As classified by Willis, there are six main types of task with almost any topic from the aspect of the actual use of language.

a. Listing:

Listing task is the type of task which demands the learners to generate the list based on the task criteria (Mao, 2012). Listing task is effective to activate the learner's prior knowledge. It is the type of task which includes in brainstorming,

let the learners to draw on their own personal knowledge and experience through surveying, books referring and fact finding (Kasap, 2005). It seems derivate, but practically, this task gets the learners to deliver their ideas. Moreover, listing task can help the teacher to know how far the learner has mastered the task, since it demands the learner to explore their own personal knowledge and experience.

b. Ordering and sorting:

There are four types include in ordering and sorting task; ranking items or events in logical or chronological order; sequencing the items, actions or events based on the personal value or specified criteria ;categorizing the items in certain groups or grouping them under given headings; classifying items in different ways, where the categories themselves are not given (Kasap, 2005)

c. Comparing:

In comparing task, the learner insists on identifying the common point or the differences among the sources or version by comparing the information from the similar nature. The learners are involved in three processes in this comparing task, matching the information to identify the specific points and relate them, figuring out the differences as well as the similarities thing in common (Kasap, 2005)

d. Problem solving:

Problem solving tasks encourage the learners' intellectual and reasoning capacities to arrive at a solution to a provided problem (Mao, 2012). The process and time to solve this task commonly takes time. It depends on the task complexity of the task which has designed by the teacher. Usually this task provides real-life problems that involve expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution.

Completion tasks are often based on the short extracts from texts, where the learners predict the ending or piece together clues to guess it. The classification ends with case studies, which are more complex, entail an in-depth consideration of many criteria, and often involve additional fact-finding and investigating (Kasap, 2005)

e. Sharing personal experiences:

Tasks of sharing personal experiences allow learners to talk more freely about themselves and share their experiences with others (Mao, 2012). For example, after reading a selected material about one's daily activity, the learners can be encouraged to tell their own daily activity. The result of sharing personal experience's task is not as other task that is directly goal-oriented. It is closer to informal social conversation. However, this task may be more difficult to get going in the classroom.

f. Creative tasks:

Creative tasks are often viewed as the projects which let the learner works in pair or group in order to create their own product imaginatively (Mao, 2012). It can be in form of videos, short stories, magazines, posters, etc. Team work and organizational skill are needed here, as commonly this task gets done in group. Creative task has more stages than other task and entails the combination of the previous task type above like as, listing, sorting and ordering, comparing, problem solving, even sharing personal experience. Sometimes, the learners are needed to do out-of-class research (Kasap, 2005).

2.4.2 Prabhu's classification

Prabhu classified the task into three kinds of cognitive task types; they are information-gap, opinion-gap and reasoning-gap tasks.

a. An information-gap activity

Information-gap activity involves the exchange of information among participants in order to complete a task (Fallahi et.al, 2015). For example, an information-gap activity might involve a student describes a picture for another student and the student should draw the picture has described by another students. Therefore, this activity only can exist when one knows something and other does not. It can be completed by giving clue or problem solution to each other (Barmaid and Ismailia, 2016). Applying the information gap activity will take the student's attention away from grammatical structure and let them focus on meaning. Hence, the learner learns by doing. In information gap activity, the learners can participate actively as they should exchange the information among participant to get the things done.

b. An opinion-gap activity

This type of activity demands the learners to deliver their personal preferences, feelings, or attitudes in order to complete a task (Mao, 2012). Different from an information gap activity, in opinion gap activity the learners can freely convey their opinion towards the issues provided by the teacher and unnecessary to exchange information to get some clue (Fallahi, et.al, 2015). For instance, students might be given a social problem, such as high unemployment and be asked to come up with a series of possible solutions. Another task might be to compose a letter of advice to a friend who asks for about their dilemma.

c. A reasoning-gap activity

Reasoning-gap activity insists on the learner to derive some new information by inferring, perceiving, deducing and practical reasoning from information they have been given. For example, students might be given a railroad timetable and asked to work out the best route to get from one particular city to another or they might be asked to solve a riddle. According to Prabhu (1987) cited in Mao (2012) state that reasoning-gap tasks work best since information-gap tasks often require a single step transfer of information, rather than sustained negotiation, and opinion-gap tasks tend to be rather open-ended. Reasoning-gap tasks, on the other hand, encourage a more sustained engagement with meaning, thought they are still characterized by a somewhat predictable use of language. Further, Jalilifar and Amin (2008) explain that both of information gap and reasoning gap, involve in comprehending and conveying information, but the information to be conveyed is not identical with that initially comprehended.

A study is conducted by Fallahi et.al in 2015. It is aimed to investigate the effects of information-gap and opinion-gap tasks on improving Iranian EFL learners' listening comprehension. They found that opinion-gap task was more effective than information-gap task. It is caused by the researcher's real involvement that increases learners' confidence and fluency.

2.4.3 Closed and open tasks

Task type can be classified from the aspect of teaching methodology and the practice of learners. It can be divided into two type of tasks, those are closed tasks and open tasks. As its name closed task and open task has a contrary structure and goal. Closed task considers as high structure type of task and has a specific goals.

Mao (2012) gives an example of closed task, such as comparing the differences between the two paragraphs, due to the instruction and the information are much tensed, it involves in closed task. On the other hand, open task gives chances as many as possible for the learners to convey their ideas or opinion related to the topic or material has given. Nor definite outcome neither the tightened structure are needed in open task. Much personal perspective is added. Because of the loosely structured and less specific goal in open task, Ellis (2003) explain that it lessen the challenge in it, as the teacher offers the learners topic the topic as well as the language used in some topics.

To take for example, the first three Willi's classification, those are listing, ordering and sorting and comparing task are include in closed task. Similarly, information gap is also identified as open task. While the others, those are problem-solving, sharing experience and creative task from Will's classification are involved in open task, it is the same as opinion activity from Prabhu's classification. Further, between the closed and open task there are some task which coming midway, such as problem-solving task or ranking task. They have specified goals but those can be approached in different ways.

Classifying task based on various criteria such as characteristic, content and the way of doing Task Based Language Teaching will help the teacher adapt even modify the different teaching mode according to the available necessity, such as different learners, different task and different stage which as the result assist to promote English teaching and learning proficiency (Mao, 2012).

To conduct this study the researcher uses Willis tak type classification to classify the listening task delivered by the lecturer in intermediate listening class.

The researcher has few reason in choosing Willis' task type classification. The first is the classification provided by Willis represent the stage from the easiest until the most difficult in listening task. The second, it is more specific among other task type classification above. So that, the researcher is easier to analyze the listening task implemented in intermediate listening class.

2.5 Taxonomy bloom

Taxonomy bloom is a structured hierarchy used to categorize the skills from the lowest until the highest level. To achieve the higher level, the lower level should be fulfilled (Utari). This taxonomy classifies the educational goals into three domains or intellectual behaviors, they are cognitive, affective, and psychomotor. This classification is used by the instructor, teacher and lecturer as basic concept to categorize the educational objectives, test preparation and curriculum.

As influential as Bloom's Taxonomy has been on educational practice, it has experienced some severe criticisms. Therefore in 2001 Anderson et.al proposed revised taxonomy bloom that brings about some changes in term of terminology, structural and emphasizing (Forehand, 2005).

2.5.1 Cognitive domain of Revised Taxonomy Bloom

a. Remembering

Remembering is the lowest thinking level in the taxonomy. It demands the learners' exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. A sample of action verbs in remembering is recognize, choose, identify, select, match, label, name, read, quote, recite, state, reproduce, outline, recall, repeat, locate, and define (Sideeg, 2016)

b. Understanding

In this stage the learners should be able to construct meaning from instructional messages, including oral, written, and graphic communication by organizing of facts and ideas comparing, translating, interpreting, giving descriptions, and stating main ideas. Some action verbs that can be used at this stage are classify, explain, select, retell, illustrate, express, give example, show, categorize, paraphrase, defend, interpret, distinguish, interrelate, extend, indicate, paraphrase, restate, estimate, indicate, convert, represent, and translate generalize (Munzemainer, 2013).

c. Applying

The ability to carry out or using a procedure in a given situation and solve problems to new situations by applying acquired knowledge, facts, techniques as well as rules in a different way should be shown in this stage. A Sample of action verbs in applying can be organize, grade, calculate, divide, subtract, modify, use, compute, add, multiply, prepare, solve, change, dramatize, solve, produce, design, complete, sketch, and operate (Krathwohl, Sideeg)

d. Analyzing

This stage covers the ability to examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. A sample of action verbs in analyzing is identify, detect, discriminate, interrelate, breakdown, develop, infer, relate, distinguish, categorize, separate, and subdivide (Munzemainer, 2013)

e. Evaluating

The ability to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. the sample of action verbs can be used are assess, grade, judge, contrast, measure, defend, critique, test, examine, rank, rate, compare, contrast, determine, justify, support, criticize, and conclude (Krathwohl)

f. Create

The highest order thinking skill in the revised taxonomy bloom is create. In this stage the learner should be able to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. These action verbs can be used, combine, compose, develop, rewrite, prescribe, propose, reconstruct, hypothesize, formulate, generate, produce, transform, devise, design, integrate, and drive.

The cognitive domain categories above can be illustrated using pyramid as follow:

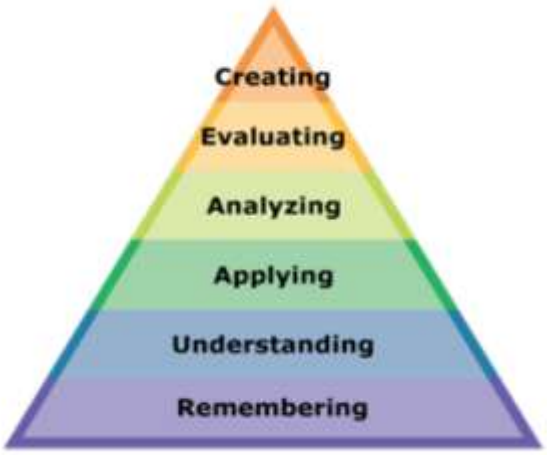

Figure 1.1 Revised Bloom's Taxonomy

Interpreting the meaning of pyramid above, it can be assumed that before achieving the higher level the lower level should be fulfilled. So, before the learners understand the concept they should remember the concept first. Before applying the theory, the learners should understand the theory. Before they are

going to analyze the concept, they should apply it first. So does the next level, before the learners try to check or evaluate the theory the learners should analyze them, therefore they can create or develop another concept or theory.

However, severe critics are given to this pyramid illustration. Paul (1993) argued that students cannot necessarily recall knowledge without first understanding it or, those students do not necessarily need to understand a procedure in order to apply it. Other critics conveyed by Anderson and Krathwohl (2002) cited in Wismanto. They asserted that the three higher order thinking skill (analyze, evaluate and create) are equal. So, they illustrated the pyramid as below:

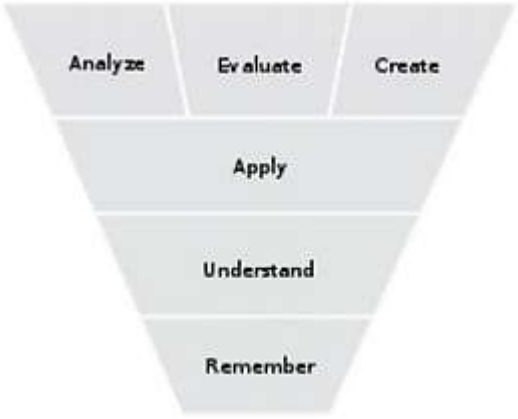

Figure 1.2 Revised Bloom's

Giving credence to Anderson and Krathwohl (2002), Shelley Wright declared that Bloom's pyramid should be turned upside down, because pushing the learners to climb the pyramid step by step lead the learners to boredom and rote learning. By starting the instruction with creating, in the end the learners are able to create a context in which knowledge of ionic and covalent bonds is meaningful. This statement also supported by Wineburg and Schneider which argue that the pyramid should be reoriented. The goal of learning is new knowledge so they argue about placing knowledge at the bottom of the pyramid. It degrades both

knowledge and the very purpose of learning. Sugrue's (2002) critique of Bloom is often cited within the performance improvement community. Sugrue argues that that Bloom's Taxonomy cannot be applied consistently and is not validated by research. This statement also supported by Booker (2007) cited in Munzemainer (2013), he stated that it is unnecessary to force the students work their way up the pyramid and also Bloom's framework is not internally consistent, the objective should be performance-based. Sugrue described two performance based alternatives. One is a content-by-performance approach in which content is categorized by type (usually facts, concepts, principles, procedures) and performance is assessed on just two levels (remember and use). Another approach is to ignore cognitive level and write all objectives as performance objectives. Case (2013) stated that assessing students' ability to complete the "higher order" tasks does not logically imply that students have mastered the "lower order" task. Moreover, he suggested rather than presume that "higher order" tasks will always be more difficult than "lower order" tasks, teachers can adjust almost any level of question by reducing its difficulty (but not its level) and simultaneously increasing the support offered to students. The teachers are differentiating the difficulty of the "higher order" tasks we expect of students, not eliminating "higher order" tasks from our expectations.

Finally, though the categories of the cognitive process taxonomies for the Revised Bloom's and the 'type of knowledge' taxonomy in the Revised Bloom's are intended to transcend subject matter content, a criticism is that the ordering or hierarchy of the cognitive process levels is not the same for different subjects.

Cognitive complexity proceeds in a different order depending on the subject. (Hancock, 1994; Phillips and Kelly,1975 in Reeves, 2012).

2.6 Previous Study

Great deals of researches have been conducted by many researchers since a positive relationship between the different task type used toward the learner's enhancement and outcomes are revealed. The first study was conducted by Tabrizi and Rezai (2016) in "The Effect of Matching Versus Selection Tasks on Listening Comprehension of Female Intermediate Iranian EFL Learners" investigated the significant use of different task type toward the Iranian EFL Learners. There were 50 participants chosen in this study and assigned into two experimental groups, selected task and matched task. To collect the data the researchers used listening test comprehension. To know the significant effect of using different task type in listening comprehension, the researcher analyzed the data using independent sample t-test. Particularly, at the listening comprehension test, learners in the experimental group who are taught using matched task made significant improvements.

Other significant effect also found by Tavakoli and Rasekh in 2011 entitled "The Role of Task Type in Foreign Language Written Production: Focusing on Fluency, Complexity, and Accuracy". The study was aimed to investigate the effects of two task types on foreign language written production. Particularly it addressed the issue of how three aspects of language production vary among two different task types those were, argumentative writing task and instruction writing task. One hundred sixty eight fulltime undergraduate English majors enrolled in EFL writing courses at two universities in Isfahan, Iran took part in the study

voluntarily. Then they were divided into two groups randomly. The researcher collected the data by the participants' essay writing tasks and analyze them using ne way ANOVA. The result showed that in term of fluency and complexity instruction task group perform significantly better, but in term of complexity, the argumentative task group were produced with more complex language.

The next study was conducted by Chusniwati in 2014, entitled "The Implementation of Task Type in Vocabulary at Elementary School in Gresik". The goal of this study was to know how the implementation of vocabulary task for young learner was. To conduct this study, she took the two teachers from two different elementary schools who teach English as the subject of the study. She used qualitative as her research design to achieve her objective. The result showed that the two teachers had implemented five types of task those were listing task that combined with gesture, ordering and sorting task and comparing task combined with game, sharing personal experience using worksheet, and creative task by giving homework. The activity ran effectively.

From those previous studies, there are some differences and similarities are found. The following are the differences and similarities between those previous studies and the current study: all of the previous studies use task type as the main variable and the last previous studies has the same objectives; they are exploring the implementation of different task types. While the difference between the current studies compared with those previous studies is the subject selected in the study. This study focuses on the University students as the teaching learning process in University is done systematically. The second differences is the purpose of the research excluding the last previous study. Rather than intends

to know the significant effect of using different task type and learning style correlation, the researcher prefers to describe the implementation of different task type in listening skill. The third differences is research design applied, most of the previous studies reviewed by the researcher used quantitative approach in conducting their study excluding the last previous study. While the current study will use the qualitative approach to achieve the goal, as the objective of this present study is exploring the task type and its implementation in listening skill.