

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter involves English skills, listening skill, pronunciation skill, language components, the importance of relationship between listening ability and pronunciation ability, summary and previous study.

2.1 English Skills

When learning a language, there are four skills which are needed to complete communication. In English Teaching, there are the 'Four Skills': Listening, Speaking, Reading and Writing. These are divided into two types. Firstly, *Receptive Skills* is a term used for reading and listening, where meaning is extracted from the discourse. *Reading* is the ability to read text, process it and understand the meaning. Meanwhile, *Listening* is the ability to hear what someone is saying and paying attention to their words and the meaning at the same time. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin).

Secondly, Productive Skills is a term for speaking and writing, skills where students actually have to produce language themselves. *Speaking* is the ability to action of passing on information or expressing the thoughts and feelings in spoken language. Some experts said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information

(Brown K.L, 2003). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Meanwhile, *Writing* is the ability to make a good sentence. Good writing skills are essential for effective communication. Learning to write well takes time and practice for all of these steps (Homework Center).

The amount of attention give to each skill area will depend both the level of learners as well as their situational needs.



Stated by *englishclub.com*, the four language skills are related to each other in two ways:

- The Direction of Communication (in or out)
- The Method of Communication (spoken or written)

2.2 Listening Skill

2.2.1 Competency

According Nurhadi (2004: 85), “competency is the knowledge, skills, attitudes, and values in the habit of thinking and acting”. Lynch in Gruyter (2006: 29) mentions that “listening is includes a complex process that allows us to understand and remind on interpretation of verbal messages using a variety of sources such as phonetics, phonology, syntax, semantics and pragmatics”.

Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language. In order to be a competent listener, a person must be able to listen with literal comprehension. Specifically, the competent listener should be able to exhibit the following competencies by demonstrating the abilities included under each statement.

NUMBER	COMPETENCY	TECHNIQUE
1	Greeting and Farewell	Listen and Write
2	Family	Listen and Write
3	Daily Activities	Listen and Write
4	Describing People	Listen and Write
5	Describing Object	Listen and Write

- a. To improve listening at the receiving stage

In this stage, there are some steps, such as: Prepare to listen, discern between intentional messages and noise and avoid interrupting someone while they are speak in order to maintain to receive stimuli and listen.

- b. To improve listening at the interpreting stage

In this stage, there are some steps, such as: Identify main points and also supporting points.

- c. To improve listening at the recalling stage.

In this stage, there are some steps, such as: Repeat, rephrase, and reorganize information to fit preferences.

- d. To improve listening at the evaluating stage:

In this stage, there are some steps, such as: Assess the speaker and the message.

- e. To improve listening at the responding stage:

In this stage, there are some steps, such as: Ask appropriate clarifying and follow-up questions and paraphrase information to check understanding and Give feedback that is relevant to the speaker's purpose/motivation for speaking.

2.2.2 Goal

In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. So, the goal of listening are: To predict some of the information expected to be included in the utterance, to assess how much of the incoming information will be new and how much will be familiar.

Focus: The Listening Process

To accomplish this goal, teachers focus on the process of listening rather than on its product. They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen. They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. It is encourage students to be conscious of what they're doing while they complete listening tape assignments.

By raising students' awareness of listening as a skill that requires active engagement, the teacher helps their students to develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating Metacognitive Strategies

In this stage, there are some steps: *Before listening*: Plan for the listening task. It is set a purpose or decide in advance what to listen for. *During and after listening*: Monitor comprehension. Means that, listen/view again to check comprehension and ask for help. *After listening*: Evaluate comprehension and strategy use. Means that, evaluate comprehension in a particular task or area, evaluate overall progress in listening and in particular types of listening tasks.

2.2.3 How to Measure

Measure listening skills helps to make better decisions about selection. *The New Listening for Understanding Assessment* focuses on an individuals ability to follow. Listening skills contribute for learning. There are some measure in listening skill: *asking the student to repeat, summarize what the students heard and demonstrate that the students understood what they heard.*

2.2.4 Levels

There are the levels in listening skills. It is supported by *esl.about.com* who said that “English listening skills for learners and teachers”. Comprehension quizzes for listening skill improvement for beginner, intermediate and advanced English levels. Here are the levels in listening skills:

a. Level 1 - Beginners

English listening skills learning for beginners includes English listening comprehension exercises for basic listening skills such as the alphabet, numbers and simple dialogues.

b. Level 2 - Intermediate

English listening skills learning for intermediate level learners includes English online listening comprehension exercises for intermediate level classes including dialogues and quizzes.

c. Level 3 - Advanced

English listening skills learning for advanced level learners includes English online listening comprehension exercises for advanced level self study or in class use.

2.3 Pronunciation Skill

2.3.1 Competency

Pronunciation is an essential ingredient of oral communication; it is supported by *Best of Bilash*, who said that “the pronunciation includes grammar, vocabulary choice and cultural considerations”.

COMPETENCY	ASPECTS
Pronunciation	Intonation
	Punctuation
	Stress

2.3.2 Goal

It is true that language students' pronunciation should be as good as possible. The learners of English cannot achieve native-like pronunciation. The goals of pronunciation skill: *For the speaker, to convey message, For the listener, to understand message, For the speaker, to expectations on the listener and For the listener, to expectations on the speaker.*

2.3.3 How to Measure

Here are some steps how to measure in Pronunciation Skill. There are: First, *Speak in English*. As we know, talk in English can enhance our ability in English, Second, *Keep a Dictionary*. It can help to enhance the vocabulary. Third, *Record the Voice and Listen Again*. It is a really useful technique to enhance pronounce and the Forth, *Build a sentence from any new word that you learn*. It can help to raised in mind, more useful in understanding of the words or the sentences.

2.3.4 Levels

There are the levels in pronunciation skills. It is supported by *esl.about.com* who said that "English pronunciation skills for learners and teachers". English pronunciation helps for level ESL or EFL learners and classes including exercises, tips and strategies to improving their accent. There are three levels of English pronunciation:

- **Level 1:** The students often don't understand what their want to say. Here, the students use the wrong sounds in English words.
- **Level 2:** The students can understand what their want to say, but they have to concentrate to understand.
- **Level 3:** The students can understand easily. Their pronunciation is clear and pleasant.

2.4 Language Components

As mentioned before, 'English Components' is parts of language. It is supported by *www.readingrockets.org* who said that "Grammar, Pronunciation, and Vocabulary are parts of language components".

2.4.1 Grammar

Grammar is the structure and system of a language or of languages in general, usually considered to consist of syntax and morphology. In Teaching English, grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well (NCLRC).

2.4.2 Pronunciation

Pronunciation is the English Components. According to Hewings (2004:3), "Pronunciation of a language is the main components of speech which combine together". These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the

voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, stress, words and spelling.

a) Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /i/ (as in *it*) and /ʌ/ (as in *up*) are separate. It is important to remember that there is a difference between vowel and consonant *letters* and vowel and consonant *sounds*.

Contrasting sounds can help students concentrate on detail, especially when they are listening to hear the small difference between the sounds.

b) Stress

Stress is important in individual words, in phrases and sentences. By shifting it around in a phrase or a sentence, we can also change emphasis or meaning.

A word can be either a single syllable (e.g. *cat*, *own*) or a sequence of two or more syllables (e.g. *window*, *about* [two syllables]; *lemonade* [three syllables] or *electricity* [five syllables]). When a word has more than

one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “window” the first syllable is stressed and the second is unstressed, while in “about” the first syllable is unstressed and the second is stressed.

c) Words

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word.

According to Ur (1996: 60), “There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling)”. The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time. From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

d) Spelling

Teachers can help the students by giving them typical spelling for sounds. So, the students can pronounce well of the sentence or the words.

2.4.3 Vocabulary

Vocabulary is vital to communicating with others and understanding what one is reading. Vocabulary is the study of:

- The Meaning of Words

Many words have several different meanings each study the meanings of the words and part of the speech.

- How the Words are Used

Study the words in context, apply what learn by writing sentences with the words.

2.5 The Importance of Relationship between Listening Ability and Pronunciation Ability

Listening is very important in English teaching. The purpose of relationship listening is either to help an individual or to improve the relationship between the people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person.

“Pronunciation should be one of the first things that you learn in English”, it is supported by *antimoon*. When we talk to a person in real life, they may not notice your limited vocabulary or grammar mistakes. But they will notice right

away if our pronunciation is good or bad. So, pronunciation is definitely the biggest thing that people notice when we are speak English.

Stated by www2.warwick.ac.uk/learning_english, “If someone wants to be a good listener, so they have to good in pronunciation because good pronunciation will lead them into good speaker which is needed in order to catch the correct message or avoid misunderstanding for the opponent (listener)”.

In short, it is important to include both listening ability and pronunciation ability for communicating. Regarding to the relationship between listening ability and pronunciation ability can make us more conscious that both of them should be included in English of language classroom activities.

2.6 Summary

In English Teaching, there are the 'Four Skills': Listening, Speaking, Reading and Writing. These are divided into two types. *Receptive Skills* is a term used for reading and listening, where meaning is extracted from the discourse. *Productive Skills* is a term for speaking and writing, skills where students actually have to produce language themselves.

Besides, there are Language Components, namely Grammar, Vocabulary and Pronunciation. Listening provides the perfect opportunity to hear voices other than the teacher's enable students to acquire good speaking habits as a result of the spoken English they absorb and helps to improve their pronunciation. The relationship between listening ability and pronunciation ability can make us more

conscious that both of them should be included in English of language classroom activities.

From some of the previous studies shows that there is relationship between listening ability and pronunciation ability. Since both of them are crucial can improve their ability in English subject.

2.7 Previous Study

There are some experts showed the result of their research in correlation between listening ability and pronunciation ability. There are some indicates that showed the range of correlation in previous study. According to Pallant Julie (2010), he said that the range of correlation coefficient from -1.00 to 1.00. This value will indicate the strength of the relationship between two variables. A correlation of 0 indicates no relationship at all, a correlation of 1.0 indicates a perfect positive correlation, and a value of -1.0 indicates a perfect negative correlation. In the other hand, there is an expert showed their result of their study about the correlation of listening ability and pronunciation ability. On the contrary, based on Brown (1974), he said that there is no relationship between listening ability and pronunciation ability, because listeners should learn to pronounce correctly before they want to hear it correctly. Meanwhile, according to Luhung, Rio (2013) stated that there is no correlation between the two variables (listening ability and pronunciation ability).

From some research above, it can conclude that there is a positive correlation between listening ability and pronunciation ability. It means that, if the students' listening ability is better, so it can improve their pronunciation better.