CHAPTER II
THEORITICAL REVIEW

A. Listening

1. Definition of Listening Skill

Listening is an activity that is always done by people in their daily activity. The purpose of listening is to get information and message from a speaker. This especially happens in oral communication. Communication is mostly composed of two activities; speaking and listening. When the learners listen to the teacher who is speaking, the learners try to understand the information from the teacher. This statement is strengthened by Tarigan (1994: 28) who defines listening is a hearing activity to the spoken speech by involving attention, understanding, appreciation and interpretation to get information, content or message and to understand the essence of the communication sent by the speaker(s) through speech or spoken language.

Based on the explanation above, learners can understand the information by paying attention to what other says. If students really listen to others, they will get information by elaborating their ideas and expressing it with their own way. By knowing and understanding the information, learners can interpret and respond the information which is delivered by speaker and they also remember every single information what they listen to. Listening is not passive, but active process of interpretation, in which listeners match what they hear with what they already know. This definition suggests that listeners need to have background knowledge to be able to catch the information of what they listen.
Based on the definitions of listening above, the researcher conclude that listening is an activity which demand learners to listen to the speaker carefully in order to get the information and the message of the speakers. The strategy mainly used in listening teaching process is top down processes of comprehension, in which they use context and prior knowledge (topic, genre, culture, and other knowledge) to build a conceptual framework (Vandergrift, 2004 in Sulistyawati). The learners need to understand what they will listen to. So it will be easier for them to get the information of the speaker.

2. The Importance of Listening Skill

Listening is a very important part of learning English. In classroom, learners always do more listening than speaking. Listening competence is universally “larger” than speaking competence (Brown 1994:23). Every day, learners listen to the teacher to get information of the material that is given. When the learners listen to the speaker carefully so that they can respond well. That is in line with a study that show about people spent 80% of our waking hours communicating, and according to research, at least of 42% of that time is spent listening (Vhase in Tarigan, 1986:48).

In education, it is not surprising thing that listening skill has equal role with speaking skill. When the learners are in classroom, they spent all of their time with listening to the teacher. Having good listening ability is a medium of getting success in communication, especially in teaching-learning process. Learners who have good listening skill will be more productive, and able to:

a. understand assignments in better way and find what is expected from him.
b. build rapport with co-workers, bosses, and clients.

c. work better in a team-based environment.

d. resolve problems with customers, co-workers, and bosses.

e. answer question.

f. find underlying meaning in what others say.

3. The elements of listening

Tyagi (2013:1) states that listening consists of some key components. This means that in order to listening successfully, students have to:

a. discriminate between sounds

b. recognize words and understanding speaker’s meaning

c. identify grammatical groupings of words

d. identify expressions and sets of utterances that act to create meaning

e. connect linguistic cues to non-linguistic an paralinguistic cues

f. use background knowledge to predict and to confirm meaning

g. recall important words and ideas

Without having those components, learners will not be able to have good listening skill.

B. Teaching Listening

Kalkstein (2006: 9-10) states that there are some basic structures in teaching listening, as follow:
1. Pre-listening

In pre-listening stage, the teacher helps learners to get balance top-down and bottom up processing. This stage, teacher give tasks to build learners basic perception of content related to what they will hear.

2. Listening tasks

The teacher has to know whether learners have comprehended about what they heard or not. After having basic perception, learners will be given some comprehension question. Then, students have to answer those questions.

3. Post-listening

In this stage, teacher check learners’ answer. The stage can be done by some ways, such as telling the learners what the correct answer are, eliciting answer from the learners themselves; or having learners compare their answer in pairs or small groups. The ranges of post-listening activities have to be at least as wide as listening tasks themselves.

C. Listening Strategies

Listening strategies are needed when teacher teaches in listening class. Those strategies are activities that contribute to the comprehension of listening input. Listening strategies can be classified according to how learners process the listening input. There are two classification of listening strategies. According to Tyagi (2013:3), the classification of strategies are:

1. Top-down

Top-down strategy is listener based. The listener begins into background knowledge of the topic, the situation or context, the type of text, and the language.
This background knowledge activates a set of expectation or perception that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies consist of listening for the main idea, predicting, drawing inferences, and summarizing.

2. Bottom-up

   Bottom-up strategy is text based. The listener relies on the language in the message which is the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies consist of listening for specific details, recognizing cognates, and recognizing word-order patterns.

D. Games

1. Definition of Game

   Game is an activity used by the teacher that is given to the learners as a mediator to deliver the materials. Games provide quite extensive practice opportunities for general and specific language and so they should be seen as an integral part of the teaching programmed and their use should be planned and monitored (Huyen and Nga, 20013). A game is an activity with rules, a goal, and an element of fun (Haldfield, 1998:4). Based on those definitions, it can be concluded that game is one of ways used by the teacher to teach learners with rules and aims.

2. The Advantages and Disadvantages of Game

   According to Kim in Ismi (1995:35) there are some advantages of using games; they are as follows:

   a. Games add variety to range of learning situation.
b. Games can be used to punctuate language formal teaching units and renew learners’ energy before returning to more formal learning.

c. Games encourage learners’ participation and can remove the inhibitions of those feel intimidated by formal classroom situation.

d. Games can increase learners’ communication and reduce the domination of the classroom by the teacher.

e. Games effective for education process, because it can raise the learners’ motivation, interest, and give the learner happy learning.

f. Games also good keep a group of young learners motivated and they help the learning more memorable and meaningful.

According to Huyen and Nga, (2003:7) there are some disadvantages of using games in the classroom. They are as follows:

a. Usually making games are more expensive.

b. Sometimes using games need a longer preparation.

c. Not all learners are interested in games.

d. Sometimes using games can disturb other class

3. The Reason for Using Game

According to Lee Su Kim in Ismi (2004), there are many reasons why teacher used game especially for children. They are as follows:

a. Games are fun and children like to play them. Because games are the welcome break from the unusual routine of the language class.

b. Games add variation to a lesson and increase motivation. It means that games are motivating and challenging learners to do something.
c. Through playing games, learners can learn English the way children learn their mother tongue without being aware they are studying; thus without being stress, they can learn a lot.
d. Even shy, learners can participate positive.

4. Criteria of a Good Game

When the teacher use game in teaching learning process in the class, especially in junior high school the condition of the class will be more life. But, not all games can make the students more active. According to Tyson in Ismi (2000), there are five ways how to choose game; they are as follows:

a. A game must be more than just fun.
b. A game should involve friendly competition.
c. A game should keep all of the learners involved and interested.
d. A game should encourage learners to focus on the use of language rather than on the language itself.
e. A game should give learners chance to learn, practice or review specific language material.

E. Room Situation Game

1. Definition

Room situation game is a game involving learners to follow the instruction of the speaker, or to act a story told by speaker. Room situation game is used to teach listening. This game is a modification from Simulation game. Simulation game is playing roles, students are competing to reach certain purposes through a game by following the rules which is determined. There
are four kinds of role play namely skilled-based, issues-based, problems-based, and speculative-based (Zaini, 2008:101). This game is modified from skill-based approach. In the skilled-based approach, the learners are demanded to get a skill, ability, or attitude which is focused on daily activities like in the school, restaurant, market, and so on. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Room situation game should be based on the topic. Room situation game demands learners to focus, active and creative. Learners will practice the speaker’s instruction or speaker’s story. By listening to the speaker, learners will be more focus at listening in order to be able to practice. Room situation game is an interesting technique to teach, so the learners will be more interested in the learning process.

2. The function of Room Situation Game

According to Majid (2013: 207), Simulation game is purposed to:

1. drill students’ professional ability or daily life.
2. understand a concept in a knowledge.
3. teach students to solve a problem.
4. increase students’ motivation in learning.
5. teach students in order to work in team.
3. **Implementation of Room Situation Game to Teach Listening**

a. **The steps of Room Situation Game**

1) Preparation

- The teacher decides students into some groups.
- The teacher determines the topic or problem and purpose which will be reached.
- The teacher explains the problem in the situation which will be simulated.
- The teacher determines which group that will be the first, the role of each member, and the time.

2) Implementation

- The teacher plays the audio and students start to play the simulation.
- The other groups pay attention to the groups that is playing the game.
- The teacher gives help if there are actors or actresses that feel difficult in understanding the audio.
- There is space time between the sentences to the next sentence. It is purposed to make students easier in understanding the sentences.
3) Closing

- Discussing the game that have done about the topic or the material. Teacher have to ask students to gives suggestion about the game.

- Making conclusion.

b. Learning and teaching activities

In teaching listening using *room situation game*, teacher gives directions to the learners. Learners have to act as the speaker says so that they have to understand and comprehend the meaning of what the speaker says. Nunan (2004:4) states that the learners’ attention is focused on meaning rather than grammatical form. Classroom activities will focus on students’ understanding. In giving instruction to the learners, teacher can use task-based instruction. There are some criteria of task-based instruction. Skehan’s (1998) in Nunan (2004:3), states that there are four criteria for task-based instruction: meaning is primary, there is a goal which needs to be worked towards, the activity is outcome-evaluated, and there is a real word relationship. The activities in class, do not focus on language itself, but on the goals and activities that may be defined by the teacher. For example, the teacher will give a material about instruction or warning and the topic is train station. The teacher demands the learners to be passengers and act as the real situation. Learners have to do the speakers’ instructions. They will focus to listen to the speaker automatically because they have a goal that they have to act as in the real situation.
c. Learner roles

Teachers have to explain to the students that they have to play certain character in *room situation game*. Learners should be active and have considerable control over their own learning (Scarcella and Oxford (1992) in Tompskin). Learners have to be active because they have to act like in the real world. In doing their character, they have to: consistent in their role, listen to the speaker carefully in order to get the message of the speaker so that they can practice the role, understand what they have been learned in the end of learning process.

d. Teacher roles

In *Room situation game*, teachers provide guidance for the learners and does not actively participate in the game. They organize the situation that will be practiced by the learners and stimulate the motivation of learners to follow the learning process. As the statement of Jones (1982) in Tompskin, that the teacher becomes the controller, and controls the event in the same way as a traffic controller.

e. Role of instructional materials

*Room situation game* represents what is happening in the real world. The topic should stimulate the material that would be used in the real world. The topics used in *room situation game* have to be appropriate with the condition in the real word. There are so many materials that represent in the real word for example warning, instruction, asking and giving opinion, recount and so on. The material has to lead to manifestation the objective of learning process.
4. The Benefits of Room Situation Game

There are some benefits that will be acquired in using room situation game to teach listening. They are as follows:

a. The atmosphere of class is fun and it makes learners enjoy, comfortable, and interesting to follow the learning process.

b. Learners are more motivated to actively engaged in classroom activity.

c. Learners can explore their creativity.

d. The goal of the teaching and learning process will be reached.

F. Basic Assumption

The concept of teaching listening in senior high school are fun, expression, and understanding (to get the point the material). Teaching listening needs interesting situation that attract learners to pay attention to the teacher. This is the main key to make learners follow the activity during learning process. Teacher has to be creative in giving material by applying some interesting techniques. By applying room situation game, learners can explore their mind. The learners will focus and understand the material. Room situation game is a game that can motivate the learners to like learning English, and make learners more understand with the material.

G. Relevant Study

The first previous relevant study was taken from Mat Soleh, Ujang Suparman, and Herpratiwi, entitled Teaching Speaking through Role Play Uses Narrative Texts for Students of Grade XI Science SMA Negeri 1 Kotabumi Lampung Utara. They conducted the research in SMA 1 Lampung Utara for
students grade XI. The research was class action research. In their research, *Role Play* is used to teach speaking. The research method in this research is classroom action research. The sample of this research were XI IPA 1 and XI IPA 2. This research is divided into three cycle. In the first cycle, the researcher used ‘Fable’ text to teach, the second cycle is “fairy tales’ text, and the third cycle is ‘freestyle’ text. The research instrument is rubric of speaking aspect and observation. Based on the result, researcher made some conclusion. They were: (1) the lesson plan consisted of three stage, such as preparation, implementation, and action, (2) students’ speaking ability toward narrative text by using role-play increased, as follows: first cycle is 58%, 74.5% in second cycle, and 86.5% in third cycle.

The second previous relevant stud was taken from *Arham R, Abdul Hakim Yassi, Burhanudin Arafah*, entitled *The Use of Role Play to Improve Teaching Speaking*. They conducted the research at STIKES Amanah Makassar. The method applied was quasy experimental study. The samples were selected by applying purposive sampling technique. The data of pre-test and post-test were analyzed using SPSS (Statistical Package for the Social Sciences) with t-test and ANOVA (Analysis of Variance). The results reveal that there is a significance difference of students’ achievement in speaking performance as indicated by their score in pre-test and post-test. Students who learn speaking through role play show a significant improvement in post test. So Role play is considered as an appropriate method for developing English speaking skill for nursing students at STIKES Amanah Makassar.
The third relevant study was taken from Thuraya A. Alabsi, entitled The Effectiveness of Role Play Strategy in Teaching Vocabulary. The researcher conducted the research at school in Al-Madinah. In a quasi-experimental study in a girls' secondary school in Al-Madinah, pre and posttest comparisons were made of vocabulary test achievement between two first year classes. One (experimented) taught two units of their English course book through role play, the other (control) taught by traditional methods. T-test revealed no significant difference in vocabulary proficiency in the pre-test; however, in the post-test, the mean score of the experimental group was significantly higher than that of the control. The evidence supports the beneficial effect of incorporating role-play in EFL teaching.

H. Hypothesis

The hypothesis of this research is that room situation game is effective to teach listening. The researcher believes that the effectiveness of word game in teaching listening is good. This consideration comes from the advantages of room situation game explained above.