

CHAPTER II

THEORITICAL REVIEW

A. Listening

1. Definition of Listening

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages (Tyagi, 2013:1).

Tarigan (1994:28) stated that listening is the process of hearing activity to the spoken language by involving attention, understanding, appreciation and interpretation to get information, content or message and to understanding the essence of the communication sent by the speakers through speech or spoken language.

Listening is not only about hearing what another person says, but it also about understanding what another person says. So, the people can get message or information after they listen what someone says and they can see things from another's point of view.

Based on definitions above, it can be concluded that listening is an activity to understand or comprehend what the speaker says through hearing.

2. The Elements of Listening Skill

Tyagi (2013:1) states that listening has some key components. Those components can make students become active listening so they have good listening skill. The key components are:

- a. Discriminating between sound
- b. Recognizing word and understanding their meaning
- c. Identifying grammatical grouping words
- d. Identifying expressions and sets of utterances that act to create meaning
- e. Connecting linguistic cues to non-linguistic and paralinguistic cues
- f. Using background knowledge to predict and to confirm meaning
- g. Recalling important words and ideas.

3. The Importance of Listening Skill

Everyday, everyone do communication. They communicate through conversation with others. 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 45% of that time is spent listening (Lawson, 2007:3).

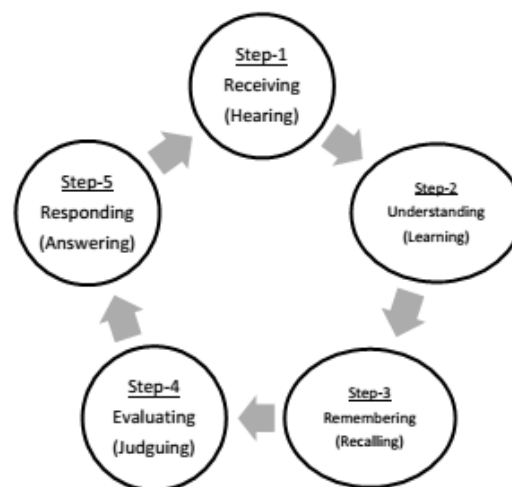
Good listening skills make workers more productive. The ability to listen carefully will allow a person to:

- a. understand assignments in better way and find and what is expected from him.
- b. build rapport with co-workers, bosses, and clients;
- c. show support;
- d. work better in a team-based environment;
- e. resolve problems with customers, co-workers, and bosses;
- f. answer questions
- g. find underlying meanings in what others say.

(Lawson, 2013:5)

4. The Stages of Listening Skill

Listening is not just hear what someone says, but also understand, remember, evaluate, and respond what people say. It means that in listening there is process that should people do to be a good listener. The process of listening happen in five stages. They are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013:1)



a. Hearing

It is referred 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). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

b. Understanding

This step helps 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.

c. Remembering

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

d. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from 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.

e. Responding

This stage requires that the receiver 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.

5. The problems in Listening

According to Ur (1997:11), these are eight factors faced by students in learning listening, they are:

a. Hearing the Sound

Sometimes the learners of studying English may have difficulty with the sequence and juxtaposition of sound typical of English words. Many students find consonant clusters particularly difficult to cope with. They may get the consonant in the wrong order (hearing "parts" from "past"), or omit one of the sounds ("crips" for

“crisps), or hear a vowel that is not in fact pronounced (“littel” for “little”).

Another reason why sounds may be misheard is that the students do not use stress and intonation patterns of English and the way this influences both the realization of certain phonemes and the meaning of utterances.

b. Understanding Intonation and stress

The stress, intonation and rhythm patterns of spoken English are varied, so idiosyncratic and unpredictable would be of dubious value to give or practise any more detailed models. Intonation and stress are not the things that can be easily learned. The problems of the intonation and stress are dealing with the practice to familiarize with the native speaker's speech.

To familiarize with the speech of intonation and stress of native speakers, what the students have to do is to practice with the native speaker. It can be done by having conversation with native speakers, listening to radio program or having fun with western songs and movies.

c. Pronunciation and Noise

When we listen someone speaks, we usually have to put up with a certain amount of noise. Some words may be drowned by outside interference, other indistinctly pronounced.

The foreign language learners, whose grasp of meaning is lower than that of native and demands more of an effort, find this far more difficult to take in his stride, he is, it is true, used to coping with them in his own tongue, but when he has to do the same in another language, he finds he cannot do so with anything like the same facility. This is for three main reasons.

First, the sheer number of gaps is much larger, there are some items he cannot understand simply because he does not know many others which are not yet sufficiently familiar with to grasp during rapid speech (through which he could probably recognize them if he faced with them in writing or in slow, carefully pronounced formal talk).

Second, he is not familiar enough with the sound combination, lexis and collocation of the language to make prediction or retroactive guesses as to what was missing.

Third, even when the number of gaps is not much larger than those they encounter. In their language, many foreign language learners face psychological problem. They have a kind of compulsion to understand everything they hear even things that are totally unimportant, and are disturbed, discouraged (Ur, 1997:14)

d. Predicting

If the listener can make a guess as to the sort of thing that is going to be said next, he will be much more likely to perceive it and

understand it well. Prediction is difficult for foreign language learner for various reasons. Intonation and stress play an important part in supplying ground for certain kinds of expectations. Other predictions may depend on total familiarity with the clichés, collocation, idioms, and proven commonly used.

However, most predictions do not depend on such subtleties but on more obvious choice of vocabulary or grammar. For instance, the use of 'but' or 'however' makes us expect something contrasting with or opposing what has gone before (ur, 1997:16).

e. Understanding Colloquial Vocabulary

Much of vocabulary used in colloquial speech may already be known with it. A native speaker neither may very often nor even be aware of the first difference at all. We may be quite sure that the person addressing us said, for example: 'I don't know; where do you think he can be?', when what he actually enunciated was something like 'dno,. Wej'thinkeenbe' – with no pauses between words, and less important sounds shortened or eliminated altogether. It looks like an easy to listen for those spoken language, but it is hard to understand for foreign language learners which is familiar with it.

f. Fatigue

Everyone who has learnt a foreign language knows how tiring it is listening to and interpreting unfamiliar sounds lexis and syntax for long stretches of time. In listening, the pace is set by

someone else, and the breaks may or may not occur where the listener needs them. It means foreign language learners seem to work much harder than necessary aiming for accurate perception and interpretation of every word they hear.

The effect of fatigue is very a great deal, depending on how hard the learner needs to concentrate and on his ability to do so long periods. But it is certainly that in a long listening comprehension exercise a learner's grasp of the content is much better at the beginning and gets progressively worse as he goes on.

g. Understanding Different Accents

Many foreign language learners who are used to accent of their own teacher are surprised and dismayed when they find that they have difficulty understanding spoken language from native speaker. Some of them try over this at first by claiming that the native speakers' accent is somehow inferior or 'wrong'.

h. Visual and Aural Environmental Clues

Many foreign language learners seem to lack the ability to use environmental clues to get at the meaning of an imperfectly grasped phrase. Students often misunderstand something because they are analyzing words in isolation and not linking them to the content or accompanying visual stimulation.

B. The Section Test of Listening

In English national examination there are four sections such listening, reading, incomplete dialogue and cloze test. The writer only focus on listening section which also contains four parts in the listening section of typical national examination test, they are:

1. Pictures

In this part consists of three items. For each item, there is a picture in the test book, and there are four statements about it on the tape. The speaker are spoken twice, and are not written out in the test book. The student must listen carefully to choose one statement that best describes the picture. In this part the ability of students that is tested, such as:

- a. Determining the oral statement about the activity that on going, appropriate with picture.
- b. Determining the oral statement about the location of the things.
- c. Determining the statement about the appearance of someone, appropriate with picture.

2. Questions-Responses

In this part of the test, the student will hear questions spoken in English, followed by three responses, also spoken in English. The question and responses will be spoken only twice by speaker on the tape. They will not printed in the test book. So, the students must listen carefully to understand what the speakers say. In this part the ability that

tested is determining the Appropriate response about expression of suggestion, selection, invitation, and location that given Orally.

3. Short Conversations

In this part there are four items. The student will hear several short conversations twice, which the conversation is not be printed in the test book, and they must listen carefully to understand what speakers say. In the test book, there is a question about each conversation and each question is followed by four answers. The students must read and choose the best answer to each question. In this part the ability that is tested like determining an overview, information explicit, implicit information from a brief conversation about introductions, daily activities, plans, and comparison is given orally

4. Short Talks

In this part, there are several short talks in which each short talk will be spoken twice. They are not printed in the test book, so the student must listen carefully to understand and remember what is said. There are two or more questions about each short talk. Each question is followed by four answers. The student must read and choose the best answer for each question. The ability is tested in this part are:

- a. Determining general description and explicit information from a radio and brief monologue.
- b. Defining a general overview and implicit information from a brief announcement given orally.

C. Basic Assumption

Listening is not easy. Most students think that listening is very difficult, they don't understand the spoken language, the messages content and they are pure of vocabularies, grammatical, and pronunciation understanding. More over, they only hear two times for each question. So, we can assume that they still get many difficulties in listening ability and they need a lot of practices in using English.

