

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Relevance Theories

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. The listening comprehension process involves two steps, the first encompasses receiving, memorizing, and repeating the sounds whereas the second, comprehension, entails the ability to explain the component of the message to which the listener is exposed (Zhang, 2001).

In our first language, the people have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Communication between human beings in the world is very important because the human is a social creature that needs each other, communication also describes our relation with each other, examples, the communication will go not fluently if the listener and speaker is not understanding about the object by the communication.

In under, the research try to give some definition about listening from the several expert, and then the expert also give explanation by their definition about listening.

Listening is really a receptive skill and the role of listener is no longer passive but an active process of understanding messages. According to Buck, G. (2001) "Listening skill is a skill that is rarely taught speaking, reading, and writing speaking, but in general, there are a few courses devoted to the subject of

listening. Moreover, most of people attract in talking what they are about to say, next that they miss out on many wonderful opportunities to learn about new concepts, ideas, and culture.

1.finding main idea& details information

Listening for main ideas seem to be the same kind of operation;if they are, then surely one can be taught to reinforce of the other, or possibly to economize on classroom time, be taught in place of the other. Devine,T.G(1964). RachnaRikhye&Heidi Alpert(2013) also stated that how to use a variety of strategies to identify the main idea and details in information text the teacher read a series of beginning level informational text. Students will learn that the main idea can be stated in the beginning or at the end of the book.

2.identifying implication

People acquire language by understanding the linguistic information they heard. Because of that language is achieved mainly through receiving understandable input and listening is the critical component in achieving language input(Krashen,1985).Without understanding input at the right level,any kinds of learning simple can not happen. This process involved understanding a speakers accent or pronunciation, speakers grammar and vocabulary,and comprehension of meaning.

3.identifyin inference

Inference is an important strategy that could be applied in listening activities. It could help one to grasp the meanings of an oral message by analysingtextual and contextual information. When the listener has difficulties in activity because of his

poor linguistic skills, it is strongly recommended that he apply the inference strategy efficiently (Jing Guo, 2015).

Listening is often confusing for an English learner, there are a number of reasons for this.

1. Accents while written are pretty much the same the world over, there are so many accents in spoken English which can make it even more difficult for the learners to follow a conversation. The written similarity is having different handwriting plus having the same a word spelt differently depending on who is writing it.

2. Intonation is the way in which a sentence is sounded. Native speakers do not speak in monotone but raise or lower the pitch of an expression as they speak. The most common example is when they make a simple question. There is no one-stop solution to this problem. However, in the classroom there are a number of strategies a teacher can use to help the students listen well.

3. Many students are bound to the written word when doing a listening exercise, the teacher can have all books closed so the student only listens rather than try to match the sounds to words on the page.

4. The teacher can introduce accents into the class. The teacher can have the students listen to a natural text and then the same in an accent and have them point out and analyze the differences in pronunciation.

According to Smith (1997:178) said that interest is learned, they produce from the interaction of our basic needs and the means that we discover for satisfying them. Besides knowing the advantages of listening

English, the students also have to know the way to listen in order that we can listen it easily.

There are three steps that can help the students to practice Listening English:

a. Before the students do listening

- 1) Select from the radio broadcast schedule program you are interested in
- 2) Tune the radio carefully so the broadcast will be as clear as possible
- 3) Be ready to listen at the very beginning of program

b. While the students listening the program

- 1) Listen to the beginning very carefully
- 2) Ask your self question that will focus your listening
- 3) takes note
- 4) Don't worry about words you don't know or grammar you don't understand

c. After the students listen the program

- 1) Try to remember key words and phrase
- 2) If there are unfamiliar words or grammatical structure that you remembered, find out what they mean.

2.2 Relevance Studies

Effective listening is a skill in how we communicate with others in our day to day lives. Without good listening skill, the peoples may misinterpret those around us, be forgetful of what is said to us and also make a lot of mistakes as a result of not being able to listen.

Components of listening process are comprehending, interpreting ,and evaluating, competence in listening requires the ability to direct attention first to the literal meaning.Active listening intentionally focuses on who you are listening to, whether in a group or one-on-one, in order to understand what he or she is saying. As the listener, you should then be able to repeat back in your own words what they have said to their satisfaction. This does not mean you agree with, but rather understand, what they are saying.

O'Malley, et al. (1989) found that effective second language listener employed both top-down and bottom-up strategies to understand meaning whereas incompetent listeners interpret the meanings of individual words.

Before listening, students need assistance to activate what they already know about the ideas they are going to listen. Simply being told the topic is not enough. Students need to built necessary background, and to set purpose for listening. When listening the activities should relate directly to the text and students during or immediately after they are listening. Teacher can draw activity as listening with visual. Teacher can also encouraged guided imagery when students listening to video song, so the listener should pay attention attentively to what being said.

After all of that, students need to act upon what they have heard to clarify meaning and extended their thinking .The learners have to understood what they need understand and whether they have successfully complete the understand and whether they have successfully complete the task.

Listening process is an active speakers process in which listener select and interpret information that comes from auditory and visual clues in order to define what the speaker are trying to express. Is it important for the teacher to provide numerous opportunities for student to practice listening skill and to become actively engaged in the listening process. Research by Leavitt and Mueller(1968)demonstrates that with increased feedback,both listener and speaker gain confidence that the message is communication. Other communicators in an interaction base their assessments of a listener's effectiveness on the feedback,responses that might take the form of performance on a comprehension test, question asked, attentive behaviors, or even compliance.

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So, what is the best way to approach an ear students is developed and implemented some new strategies like when the audio was playing,the students

don't need to understand all of the words that talking by the native speaker, but the students or the audience just need to comprehend or can understanding about what is the objek or the purpose by the audio and what is the result by the topic and then the student can follow what is the suggestion or advice by the native speaker and automatically the students can allow or finished exercise has giving by the native speaker.

Thanajaro(2000) conducted a study concerning the use of authentic materials to develop listening comprehension in English classroom through analysis of the class observation and interviews with students.

If the students have excellent listening abilities, it means that the students ear work well, because listening means refer to hearing and oral to the mouth or speaking.

Some people learn well using their listening skill, which means they can hear something and remember it easily later.

2.3 Conceptual Framework

Listening is one of the most important skill in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and school pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teacher do not pay attention to this important skill in their classes.

According to Rixon(1981;1).the aim of teaching listening is(or should to be) to help learners comprehend with listening in real life,but there is a large variety of different types of listening in real life.

Rixon(1986;2) mention some situations in which listening is important: Listening to Announcement, participation in conversation, watching film/videos, participating in meeting, taking a part in a lesson, listen to talk.

Rixon(1986;28) also tells about the differences between listening and hearing. There is an everyday discussion between hearing and something and listening to it. Hearing is a simple recognition of sound. Listening implies some conscious attention to the message of what it said, as well we say. In another side hearing refers to the sound that you hear, whereas listening requires more than that: it requires focuss. Listening means pay attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In others words ,it means being aware of both verbal and non verbal messages.

Your ability to listen effectively depend on the degree to which you feel and understand these messages.Tarigan, henry Guntur(1986) said that Listening is the most important thing for someone in a effective learning. In this research, the researcher took watching video from one of the situation above to be analyze in students listening skill.

2.4 Assumption

There are a lot of definition of the term “listening”. Homuda (2013)stated that the goel of listening comprehension is to comprehend the language at normal

in an automatic condition and also listening skill is very important in acquiring understandable input.

Learning does not occur if there will not be any input. PourhoseinGilakjani and MohammadrezaAhmadi(2011) expressed that listening has an important role in the communication process. According to PourhoseinGilakjani and SeyedehMasoumehAhmadi(2011), out of the four main areas of communication skill called listening, speaking, reading, and writing, listening is the most important of all.

According to Morley(2001)and Rost(2001) listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skill which indicates that it makes easy the development of the other language skills.

Listening is perhaps the most important of all interpersonal skills you need has many pages devoted to the subject. Effective listening is very often the foundation of strong relationships with others, at home, socially, in education, and in workplace.The two main types of listening the foundation of all listening sub-types are:

- 1) Discriminative listening is first developed at a early age, perhaps even before birth, in the womb, This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but only the different sounds that are produced .In early childhood, for example a different is made between the sounds of the voice of the parents-the voice of the father sounds different to that of the mother. Discrimination listening develops

through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved.

- 2) Comprehensive listening involves understanding the message or message that are being communicated. Like discriminative listening, comprehensive listening is the main to all sub-types. In order to be able use comprehensive listening and therefore get understanding the listener needs suitable vocabulary and language skills. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways.