

II. FRAME OF THEORIES

This chapter describes the concepts which are related to the research, such as concept of listening, concept of listening skill, concept of listening comprehension, concept of teaching listening, concept of Audio Lingual Method (ALM), and concept of drill technique. This chapter also describes the principle of ALM, procedures of teaching listening through drill technique, theoretical assumption, and hypothesis.

2.1. Concept of Listening

One of human's senses is hearing. According to Hornby (1985:523), hearing is the ability to record the sound vibration that is transmitted. Along with the idea above, Stern (1970:57-58) summarized some common arguments that had been cropped out time to time. One point from his summary is that in the child's speech development, first he/she listens, then he/she speaks. Moreover, he emphasized that understanding which was obtained to listening always preceded speaking. This may be the right order of presenting the skills in a foreign language. It means that listening is like a kind of gate to come into verbal communication for either the learner of first language or the second language.

Furthermore, according to Huberner (1959:28), in acquiring a foreign language, listening surely comes first because before someone understands and attempts to speak, she/he has to hear the sounds, words and speech pattern of other languages. In addition, according to McIntosh (1979:65), listening is the most important and fundamental of four skills in teaching language.

Based on the statements above, it is inferred that listening is the most important skill which must be acquired by the learner who is learning any languages. Even, there is nothing can be spoken before someone hears. In other words, listening is the ability to hear or pay attention to the information. For the importance of listening, the proportion of skills must be emphasized on listening because a listener must listen something before he/she speaks.

2.2. Concept of Listening Skill

According to Hornby (1985:1308), listening derives from the word "*listen*" means "*try to hear*" or "*pay attention*", while the word "*skill*" means "*the ability to do something well.*" It is also supported by Procter (1978:1047) who defined the word "*listen*" as "*to hear with attention*" and "*skills*" as "*practical knowledge and the ability to do something well.*" So, it is concluded that listening skills is the ability to hear and understand fully or with full attention. Therefore, a listener should pay attention and concentrate on the information transferred by the speaker.

Concerning the idea above, according to Tarigan (1988:28), listening is a process to listen oral symbol, understand, appreciate and interpret to get information, ideas and understand the meaning of communication besides to understand and acquire the information before speaking.

Moreover, according to Wolvin and Coakley (1992:7), listening is identified to four different kinds, such as comprehensive (informational) listening, critical (evaluative) listening, appreciative (aesthetic) listening, and therapeutic (emphatic) listening.

a. Comprehensive (Informational) Listening

Comprehensive listening focuses on understanding a speaker's message totally. It involves precise interpretation of the message and its meaning. For example, this kind of listening is generally practiced in the classroom where the students remember what the listeners have heard in a lecture and rely upon it for future use. Another example is getting directions to a friend's house.

b. Critical (Evaluative) Listening

Critical listening is listening which aims to evaluate and judge, forming opinion about what is being said, for example, listening to a sales pitch, listening to a campaign speech, etc. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

c. Appreciative (Aesthetic) Listening

Appreciative listening is listening for pleasure or enjoyment, for example: listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio or film, etc.

d. Therapeutic (Empathetic) Listening

Therapeutic (Empathetic) listening is listening to provide emotional support for the speaker. In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. For example, a counselor practices empathetic listening, people practice empathetic listening when they discuss something with a person in distress, etc.

In relation to the theories above, it is clear that teaching listening nowadays focuses on comprehensive (informational). In this case, junior high school students are supposed to have better comprehensive understanding about information delivered orally in their daily activity. Therefore, comprehensive (informational) listening is the focus of this research, in which the learner focuses on understanding a speaker's message totally and comprehends precise interpretation of the message and its meaning. The listener must concentrate on the information or message transferred by the speaker, then think and remember the information or the message. In short, listening involves the cognitive process in the speaker's mind. The cognitive process is the process that happens in the listener's mind where the information will be interpreted (interpretation process).

Therefore, according to Lukong (1988:19), listening is an active process which the listener plays a very active part in constructing the overall message that is eventually exchanged between listener and speaker. The listener, while paying attention to the speaker, is giving the sense out of the information and trying to comprehend them (listening comprehension). Thus, the listener can understand and interpret the information, appearing either as the expression or the reflection of his emotion, thoughtfulness, and responses.

2.3. Concept of Listening Comprehension

Listening comprehension refers to the way the listeners select and interpret information that comes from auditory and visual clues in order to achieve better understanding and comprehension of what the speaker says. According to Hasan (2000), this view of listening comprehension views listening to spoken language as an active and a complex process in which the listeners focus on hearing input, create meaning and relate what they hear to existing knowledge. Listening comprehension, unlike hearing, allows the listeners to effectively interpret the message being presented.

According to Hughes (1991:134), there are two skills involved in the listening, such as macro skills and micro skills.

1. Macro Skills

In macro skills, to understand what someone says, a listener has to involve listening for specific information, obtaining the gist of what is being heard or the

listener should get the general idea of the information, following instructions or directions, etc. The explanation of each term will be elaborated below:

1) Identifying the Main Idea

Identifying the main idea of a text is one of the most important specific comprehension skills. According to Hancock (1987:54), the main idea is the essence of the text or rather what the speaker is trying to get across to the listener. In other words, that is what the speaker wants listener to know about. Therefore, the main idea is the important idea that the speaker develops throughout the text.

2) Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect, statistics and quotation.

3) Identifying Inference

According to Kathleen (1986:31), an inference is an educational guess or prediction about something unknown based on available facts and information. The listener will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning.

2. Micro Skills

In micro skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition sentence pattern (interrogative as request, imperative, e.g.: "Sit down!"), cohesive devices, e.g.: such as and which, detect sentence

constituent, e.g.: subject, verb, object, and preposition), recognizing discourse marker (e.g.: well, oh, another thing is, now, finally), and getting the referential info (WH questions).

Traditionally, the students are required to concentrate on comprehension listening to understand the whole information they hear in general, like in the aspect of macro skills, such as identifying the main idea, identifying the specific information, and identifying inference. But, despite of learning macro skills of listening comprehension, it is really necessary for the students to learn micro skills of listening comprehension first, instead. Micro skill is the gate for the students before they learn macro skills. The students need to understand the small parts of the information they are listening to, such as intonation pattern, sentence pattern, discourse marker, and the referential info; before comprehend the whole information they are listening to. Moreover, since Audio Lingual Method (ALM) assumes that language learning is a process of habit formation; therefore, by drilling English as a process of habit formation, it will be easily internalized the student's long-term memory as the first input for their knowledge before learning speaking as the first output. By drilling the students, it will be easier for them to learn micro skills of listening comprehension. Therefore, ALM is more concerned with micro skills rather than macro skills.

According to James (2006:1), listening comprehension is divided into two levels, which are:

- 1) Lower levels of listening comprehension: This level will include understanding only the facts explicitly stated in a spoken passage, and in this level has very simple syntax and uncomplicated vocabulary.
- 2) Advanced levels of listening comprehension: This level would include implicit understanding and drawing inferences from spoken passages with more complicated syntax and advanced vocabulary.

Thus, listening comprehension refers to the ability to grasp general idea and to comprehend information from a spoken passage we hear. Since the material given in a form of conversation has familiar vocabularies, the material can create good atmosphere that will enable the students to understand the information they hear and reduce their insecurities.

Therefore, in this research, to suit the students understanding of material, the research was referred to the lower level of listening comprehension to get general idea and to comprehend simple information that explicitly states in a spoken conversation told by the teacher.

2.4. Concept of Teaching Listening

In language learning, there are four skills that must be mastered by the learner, namely: listening, speaking, reading, and writing. Listening is the most important skill that must be acquired by the learner and it always comes first before the other skills do. In short, if someone wants to speak, he/she actually should get the information what he/she wants to say and the information of the verbal

communication. Besides that, according to Finocchiaro (1967:55), at the first time, the students seriously conflict with the production of the new language sounds. They are confused about the pronunciation. Therefore, the teacher needs to follow the three essential steps in teaching listening and the students are expected to be able to produce native-like sounds, afterward. Those steps are to make the students able to:

- a. Hearing the sound. The students hear the information from the speaker in verbal communication.
- b. Identifying the sound. The students make sense out of the information by using their background knowledge or their former experience. Moreover, if they consider it new, they will keep it in their mind.
- c. Producing the sounds. The students, after identifying the information, will interpret the data and respond to the speaker as the reflection that they receive the information by using the means of language (speaking).

In relation to the statement above, in language learning, the learners must concentrate on listening comprehension because listening comprehension is experienced first. Therefore, before the learners attempt to speak and understand, they have to hear the words from the speaker (as baby trying to speak, he/she listens first, then repeats). The term of teaching listening means not only the process where the teacher is teaching listening, but also the process where the students are learning how to master listening comprehension. Shortly, in order to comprehend, the learner who learns a language should be conditioned into the atmosphere of real teaching learning activity that emphasizes on the mastering of

listening comprehension. In this activity, the material is given to the students and they listen to it carefully. Then, the students try to respond the information they get in listening process which surely concerns with the objectives of teaching itself.

Furthermore, the objectives of teaching listening comprehension is to help the students listen to the foreign language with such a feeling of confidence that they are able to ask questions, just like a competent native listener when they have failed to understand something (Gillian, 1980:47). The good listener is not someone who understands correctly all of the time; by such a stringent criterion all of us would fail. The good listener is someone who constructs reasonable interpretation on the basis of an underspecified input and recognizes when more specific information is acquired. The active listener asks for the needed information. The goal is producing active listener.

Concerning the statement above, it is assumed that in teaching learning activity, the learner must be an active listener. Therefore, to train the students to be an active listener, there should be many listening activities in the form of target language dialogue which will be delivered by the teacher through tape recorder to practice their listening comprehension.

Since one of the assumptions about language learning under the belief of ALM is a process of habit formation, drill techniques is used in the form of target language dialogue. By drilling the students, they will be easier to remember and learn. In

other words, the more often English is repeated, the stronger the habit and the greater learning will be achieved.

2.5. Concept of Audio Lingual Method (ALM)

ALM was introduced in Indonesia in 1960's to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, ALM still considers the other language skills, in which the oral forms like listening and speaking should come first, then reading and writing come later. Besides that, ALM believes that learning is simply habit formation in which to learn a new language means to acquire another set of speech habits which can be formulated through the observance of rules. Therefore, successful language learners are those who finally become spontaneous in communication and the rules have been forgotten.

Since ALM focuses on listening and speaking skills; thus, listening and speaking come first, and reading and writing come later. Therefore, as ALM assumptions about language learning is a process of habit formation, the students are equipped with the knowledge and skill required for effective communication in foreign language by using drill techniques and several techniques in the form of target language dialogue. According to Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:45-47) there are expanded descriptions of some common/typical techniques closely associated with the ALM, such as dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill,

single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use of minimal pairs, completing the dialogue, and grammar game.

- 1) Dialog memorization: Traditionally, an ALM lesson begins in a dialog or short conversation which is later memorized either through mimicry or applied role playing. To this latter, there are three ways:
 - a) The students take the role of one character of a dialog and the teacher takes the other with roles switching after a while.
 - b) One half of the class plays the role of one character from the dialog and the other half plays the other with roles switching after a while.
 - c) Or else pair-work, in which two students perform the dialog before their classmates.
- 2) Backward build-up (expansion) drill: This drill is used when a long line of a dialog is giving the students trouble. It consists of breaking up any student frustrating line into small units, then repeating it backward, one unit at a time, for example “How are you?” “You” is taken as a first unit, “are you” as the second unit, and “how are you” as the last unit. Every unit should be repeated or drilled backward with a sufficient number of times, especially the last unit.
- 3) Repetition drill: It is used to teach the lines of conversations or dialogs. The students are asked to repeat the teacher’s model as accurately and quick as possible.
- 4) Chain drill: It is used to form around the room as the students, one-by-one, ask and answer questions of each other. Thus, it will allow some

controlled communication even though it is limited, and give the teacher opportunity to check each student's speech.

- 5) Single-slot substitution drill: The teacher states a line from the dialog, then uses a word or a phrase as a cue when the students are repeating the line in the sentence, then substitutes the cue into the line in its proper place. For example, "how old are you?" (Cues are: she/he/they), and the answer would be: "how old is he?"; "how old is she?"; "how old are they?"
- 6) Multiple-slot substitution drill: Similar to the previous one, single-shot substitution drill, the difference within them is that the teacher gives cue phrases, multiplicity of cues (two or more), one at a time, which fit into different slots. Then the students should substitute and make any changes as needed to the structure of the sentence like subject-verb agreement, for example, "She is playing in the school yard." (cues: they/go/the park).
- 7) Transformation drill: A grammatical tool, as a matter of fact, in which the students are asked to transform sentences of one form into another form, for example, transforming an affirmative sentence into a negative-affirmative one, a passive sentence into an active one, a simple statement into a question, or direct speech into reported speech.
- 8) Question and answer drill: The students are required, in such a drill, to answer questions and ask the others as accurately and quickly as possible. Thus, the students can practice with the question pattern.
- 9) Use of minimal pairs: The teacher works with pair of words which differ in only one sound, for example, "ship/sheep." Then the comparison

between the students' native language and the target language, contrastive analysis, is analyzed.

10) Completing the dialog: It simply consists of a dialog of which some linguistic items, grammatical or lexical, are dropped and which the students should fill the blanks with the missing words by their own answer or from a suggested box of possible answers.

11) Grammar game: It is designed to get the students to practice a grammar point within a context which there are still a lot of repetitions, in which the students are able to express themselves, although it is limited in this game. For example, the alphabet game, take the topic about the supermarket. The first student says, "I am going to the supermarket. I need a few apples." (The first student names something beginning with A.) The second student says, "I am going to the supermarket. I need a few apples and I need a few bananas." The game continues in this manner with each consecutive student adding an item beginning with the next letter after repeating the items named before their own.

2.6. Concept of Drill Technique

Drilling as a process of habit formation makes the students easier to remember and learn the target language. As ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000:43), the more often English is repeated; the stronger the habit and the greater learning will be achieved.

According to Richards, J.C. et-al. (1986), there are several kinds of drill techniques:

- 1) Repetition Drill: drill in which the students only repeat what the teacher says. For example:

T : *I study in the morning.*

S1 : *I study in the morning.*

T : *I study in the afternoon.*

S2 : *I study in the afternoon.*

Etc.

- 2) Substitution Drill: drill in which the students are required to replace one word with another. For example:

T : *John is cold.*

T : *Hungry.*

S1 : *John is hungry.*

T : *John and Marry.*

S3 : *John and Marry are hungry.*

Etc.

- 3) Transformation Drill: drill in which the students are required to change sentences from negative to positive, from positive to interrogative, or from simple present to simple past tense, depending on the instruction from the teacher. For example:

T : *The book is new.*

S1 : *Is the book new?*
T : *We are in the class.*
S2 : *Are we in the class?*
Etc.

- 4) Replacement Drill: drill in which the students replace a noun with a pronoun. It is the same drill as the substitution drill, but it involves with a replacement. For example:

T : *I like the book.*
S1 : *I like it.*
T : *I met the people in Jakarta.*
S2 : *I met them in Jakarta.*
T : *John will come here.*
S3 : *He will come here.*
Etc.

- 5) Response Drill: drill in which the students respond to somebody's sentence. This drill may involve "wh" questions or "yes/no" questions. For example:

T : *Alice is at school.*
T2 : *Where is Alice?*
T3 : *At school.*
Etc.

- 6) Cued Response Drill: drill in which the students are provided with a cue before or after the questions. For example:

T : *What did the man buy?* (A book).

S1 : *The man bought a book.*

T : *Who will help you?* (His brother).

S2 : *His brother will help us.*

Etc.

- 7) Rejoinder Drill: drill in which the students are given instruction of how to respond, similar to the cued response drill. For example:

T : *Come to my house.* (Be polite).

S1 : *Would you like to come to my house?*

T : *Your idea is not good.* (Disagree).

S2 : *I disagree with your idea.*

Etc.

- 8) Restatement Drill: drill in which the students rephrase an utterance and address it to somebody else, based on the content of the utterance. For example:

T : *Tell him where you live.*

S1 : *I live at Raden Intan Street no. 5.*

T : *Ask her what she has for breakfast.*

S2 : *What do you have for breakfast?*

Etc.

9) Completion Drill: drill in which the students are told to supply a missing word on a sentence or statement. For example:

T : *I bring my book and you bring*

S1 : *I bring my book and you bring your book.*

T : *I have to solve own problems.*

S2 : *I have to solve my own problems.*

Etc.

10) Expansion Drill: drill in which the students build up a statement by adding a word or phrase. For example:

T : *Mathematics.*

S1 : *We study mathematics.*

T : *Everyday.*

S2 : *I study mathematics everyday.*

Etc.

11) Contraction Drill: drill in which the students replace a phrase or clause with a single word or shorter expressions. For example:

T : *I did not mean to kill the bird.*

S1 : *I did not mean it.*

T : *Do not go to that place.*

S2 : *Do not go there.*

Etc.

12) Integration Drill: drill in which the students combine two separate statements. For example:

T : *Which one do you think is true? The earth goes around the sun or the sun goes around the earth.*

S1 : *I think the earth goes around the sun.*

T : *I know that lady. She is wearing a blue shirt.*

S2 : *I know the lady wearing a blue shirt.*

Etc.

Based on the explanation above, some drills technique were taken from those several kinds of ALM drills, such as repetition drill, substitution drill, and transformation drill, since it was considered that those drill techniques were suitable for junior high school students.

2.7. Concept of Audio Lingual Method (ALM) In Teaching Listening

ALM addresses a need for people to learn foreign languages rapidly. Since listening is an important and fundamental aspect in the first step of the four skills in learning a foreign language, it is better to be taught for beginning level English classes in a foreign language setting. All instructions in the class are given in English and the dialogue is presented for memorization to understand it well, in which grammar is not taught directly by rule memorization, but by examples. The teacher asks the class to repeat each line of the dialogue through a series of pattern drills. One of the key principles of ALM is that the language teacher should

provide the students with a native-speaker-like model, then by listening, the students are expected to be able to mimic the model and understand the dialogue well. Based upon contrastive analyses (the comparison between two languages, such as the students' native language and the target language), the students are drilled in pronunciation of words that are most dissimilar between the target language and the first language.

Since the listening comes first, teaching through ALM make the language teachers spend most of the time for listening the dialogue. Thus, almost any language classes begin with a dialogue which should considerate these following considerations in order to construct a good dialogue:

1. The dialogue should be short.
2. The dialogue should have not more than three roles.
3. The dialogue should contain repetition of new grammar.
4. The context should be interesting for the language learners.
5. Previous vocabulary and grammar should be included in the dialogue.

By using those criteria for making a good dialogue, then the language learners practice listening and speaking through the dialogue, then drill it. Since there are a number of different types of pattern drills that can be used, language teachers may use one or more than one pattern drill, depending on what patterns the learners have to learn.

2.8. Principles of Audio Lingual Method (ALM)

The principles of the method derive from the aims of learning a foreign language.

The aims of the method include some aspects of language learning. The linguistics aims of ALM (cited in Setiyadi, 2006:55) are:

1. language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters,
2. language learners are able to speak in acceptable pronunciation and grammatical correctness,
3. language learners have no difficulties in comprehending printed materials,
4. language learners are able to write with acceptable standards of correctness on topics within their experience.

The aims mentioned above have basic principles in learning teaching interaction.

Since the primary aim is the ability in communication, language learners and their language teacher should use the target language at all times.

Besides the linguistic aims, the method also has cultural aims, such as:

1. language learners understand daily life of the people, including customs, works, sports, play, etc;
2. language learners know the main facts concerning the geography, history, social, and political life of the people,
3. language learners appreciate the art and science of the people,
4. language learners understand the value of the language as the main factor in their culture.

These cultural aims will accompany the linguistic aims and these will motivate language learners to learn the target language, since by knowing all aspects of the people, language learners will have better understanding of the language used by the people and increase their motivation.

In short, according to Johnson (1968), the principles of ALM are:

1. language is a system of arbitrary vocal symbol used for oral communication,
2. writing and printing are graphic representations of the spoken language,
3. language can be broken down into three major component parts: the sound system, the structure, and the vocabulary,
4. the only authority for correctness is actual use of native speaker,
5. one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language,
6. language can be learned inductively far more easily than deductively,
7. grammar should never be taught as an end in itself, but only as a means to the end of learning the language,
8. use of the students' native language in class should be avoided or kept to a minimum in second language teaching,
9. the structures to which the students are exposed to, should always sound natural to native speaker,
10. all structural materials should be presented and practiced in class before the students attempt to study it at home.

2.9. Procedures of Teaching Listening through Drill Technique

The procedure in teaching listening through drill technique is by presenting the target language dialogue which involves listening and speaking. According to Huebener (1969:37), cited in Setiyadi (2006:62), there are steps of a procedure in listening as follows:

1. Motivation: An effort is made to arouse the learners' interest in the topic or presentation.
2. Introduction: The situation or content is briefly described.
3. Anticipation of difficulties: If there are any new words or structures, these will be singled out or made clear.
4. Check on difficulties: Some words and structures may still be incomprehensible to few learners. These are taken up at this point and clarified.
5. Second listening: Again the tape is played without interruption.
6. Questions: Significant expression, keywords, and phrases or structures to be learned are used in questions.
7. Third listening.
8. Questions: The teacher asks original, informal questions to test comprehension.

The procedure in teaching micro skills of listening comprehension through drill technique which is modified from Huebener (1969:37), cited in Setiyadi (2006:62), there are steps of a procedure in listening as follows:

1. Motivation: An effort is made to arouse the learners' interest in the topics which are about hobbies, music, and making arrangements.
2. Introduction: The materials about recognizing intonation pattern, sentence pattern, discourse marker, and getting the referential info are briefly described.
3. First listening: The students listen attentively while the teacher reads or recites the dialogue at normal speed several times.
4. Anticipation of difficulties: If there are any new words or structures, these will be singled out or made clear.
5. Check on difficulties: Some words and structures are taken up at this point and clarified.
6. Second listening: Again the students listen attentively while the teacher reads or recites the dialogue at normal speed without pause or interruption.
7. Questions: Significant expression, keywords, and phrases or structures to be learned are used in questions.
8. Third listening: The students listen attentively while the teacher reads or recites the dialogue at normal speed to comprehend the dialogue totally.
9. Questions: The teacher asks original, informal questions to test comprehension.

2.10. Theoretical Assumption

Since listening can be considered as the first step in learning a language; therefore, listening is an important aspect of learning and it should be introduced

as early as possible to develop the students' listening comprehension in learning English; for example, by giving the students, as the beginners, lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. The language learners practice listening and speaking more through the target language dialogue, then drill it, since ALM focuses on listening and speaking skills which come first rather than reading and writing. ALM believes that learning a foreign language is the same as the acquisition of the native language. As in the process of a child for example, who learns his/her mother tongue, a child always begins with hearing first what his/her parents speak, then he/she tries to speak afterward. Thus, by drilling the students, it will be easier for them to remember and learn, since the more often English is repeated, the stronger the habit and the greater learning will be achieved.

2.11. Hypothesis

In relation to the theoretical assumption; therefore, the hypothesis can be formulated that by drilling English as a process of habit formation in which it will be easier for the students to remember and learn; thus, it will improve the students' listening comprehension better and significantly.