

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter has major points: review of previous related research and review of related literature. In details it explains several concepts of listening and its related aspects. It deals with concept of listening, concept of teaching listening, concept of ALM, concept of drills technique, teaching listening through drills, theoretical assumption, and hypothesis.

#### **2.1 Review of Previous Related Research**

There have been several studies that investigate the skill and technique or method which are relevant to this research.

The first research is improving the students' listening comprehension through drill technique conducted by Putra (2012). He conducted the research to analyze the improvement students' listening comprehension through drill and to find out the problems that were faced by students. The result of his research showed that the students' listening comprehension was improved after being taught through drill technique. It can be seen from the students' mean score of the pre-test and the post-test after being taught through drill technique in which their gain score was 26.3. Then, while treatments he found that the students have problems in listening such understanding the difficult

words or phrases, recognizing phonetic symbols and intonation pattern; and distinguishing sentence pattern and discourse marker.

The second research is increasing students' listening ability through completing dialogue technique conducted by Apriani (2012). She conducted a quantitative research to find out a significance difference between students who were taught listening by completing dialogue technique and who were not. The result of pre-test and post-test showed that the average of students' listening score was increased. Completing dialogue technique is one of drills pattern that can help students in listening. So, it can be concluded that the use of drill is able to encourage the students in listening ability.

Considering the previous research above, it can be found that there are some differences among two previous research with this research. In the first previous research, the researcher interviewed the students to know the problems that faced by the students. The reseacher focused on how to solve the problems. In the second previous research, the researcher focused only on one drill, that is completing dialogue technique that was administered in senior high school. But in this research, the researcher focused on the increasing students' micro skills in junior high school used three drills without discuss the problems that happened when treatments were done.

## **2.2 Review of Related Literature**

The researcher proposes a review of related literature which has a relationship with this research as follows:

### **2.2.1 Concept of Listening**

Listening is an active process requiring participation on the part of listener. Lukong (1988: 19) states that listening is an active process which the listener plays a very active part in construction the overall message that is eventually exchanged between listener and speaker. At the same time, there is a process of understanding the message of the first speaker. It indicates that the listeners should digest the message of the speaker carefully due to one can expect to listen twice as much as one speak, four times more than one read, and five times more than one write. Wood (1985: 56) states that the essence of listening is the listener; the listener should be encouraged to engage in active process of listening for meaning. In language learning, listener plays a significant role to clarify that children listen and respond a language before they learn to speak.

There are two skills required in listening process (Hughes 1991: 134), they are macro and micro skills.

#### **a. Macro skills**

In macro skills, a listener would be directly related to course objectives that includes: listening for specific information, obtaining gist of what is being

heard or the listener should get the general idea of the information, following instructions or directions etc. Each term will be explained below:

#### 1. Identifying the main idea

Identifying the main idea of a text is one of the most important specific comprehension skills. In other words, that is what the speaker wants listener to know about. So, 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 statistic and quotation.

#### 3. Identifying inference

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.

#### b. Micro skills

In micro skills, the listener has to interpret intonation pattern (e.g. recognize stresses and rhythm), recognition of function of structures (interrogative as request, imperative e.g. sit down), cohesive devices (e.g. such as and which, detect sentence constituent e.g. subject, verb, object, preposition), recognizing discourse marker (e.g. well; oh; another thing is; now; finally).

Richard (1983, cited in Omaggio, 1986. p. 126) proposes that the following are micro skills involved in understanding what someone says to us. The listener has to:

1. Retain chunks of language in short term memory.
2. Discriminate among distinctive sounds in the new language.
3. Recognize stress and rhythm patterns, tone patterns, intonational contours.
4. Recognize reduced forms of words.
5. Distinguish word boundaries.
6. Recognize vocabulary.
7. Recognize typical word-order patterns.
8. Detect key words, such as those identifying topics and ideas.
9. Guess meaning from context.
10. Recognize grammatical word classes.
11. Recognize basic syntactic patterns.
12. Recognize cohesive devices
13. Detect sentence constituents, such as subject, verb, object, prepositions.

The study was focused on the micro skills because micro skills of listening were necessary aspect for the students of junior high school. This aspect is the first step of the next skill of listening.

Students always have problems in facing listening lesson. Brown and Yule (1983) in Nunan (1991) suggest that there are four factors which can affect the difficulty of listening tasks: these are related to the speaker (how many there are, how quickly they speak, what type of accent they have); the listener

(the role of the listener whether a participant or not, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams or other visual aids to support the text). Low on concentration is another problem that happened in listening process. Flowerdew and Miller (1992: 60-80) indicated difficulty in concentration and maintaining concentration for a long time.

### **2.2.2 Concept of Teaching Listening**

Teaching listening means teaching how to identify and understand what others are saying. Alexander (1978: viii) states that nothing should be spoken before it has been heard. For this reason, in achieving a language we should have listening ability. It is necessary to have clear understanding a speaker's accent or pronunciation, grammar, vocabulary and grasp the meaning.

The goal of teaching listening skill is to train the students so that they are able to understand the meaning that they have heard efficiently. We cannot only teach what will be listened but also the situation what we deal with. The teacher teaches listening by carrying out the students in certain situation when the topic is being talked about. The topic they hear must be familiar with the students. It can make them easy to understand due to having background knowledge about it.

Moreover, Rost (1991: 22) states that there are some components that makes up the level of the stage of developing listening ability as follows:

1. Discrimination between sounds

The foreign language learners only hear the meaningless noises and start to differentiate the words which have similar sounds.

## 2. Recognizing words

The foreign language learners decide words which reference by the speaker.

## 3. Identifying grammatical grouping words

The foreign language learners recognize the pattern of the sentence according to the words that they already heard.

## 4. Identifying 'pragmatic unit'

The foreign language learner will try to guess the meaning of vocabulary from speaker expression and utterances.

5. Connecting linguistic cues to paralinguistic cues (intonation and stresses) and to non-linguistic cues (gestures and relevant objects in situation) in order to construct meaning.

6. Using background knowledge (what the learners already known about the content and the form) and content (what has already been said) to predict and then to confirm the meaning.

## 7. Recalling important words and ideas

The foreign language learner will keep the words in their memory through comprehension and will use the words when it is needed.

The researcher intends to develop students' micro skills of listening based on the components stated above. By mastering the developing components of listening ability such as discrimination among sounds, recognizing words, identifying grammatical grouping words, and detecting key words, students are expected to make their listening ability better. Although the focus is only

in micro skills, the macro skill is also maintained to gain the purpose of listening, that is understanding the meaning. It is showed by there are some questions of detecting key words in listening test in order to get a meaning in form of sentences that arranged to be a conversation. In particular students are able to mastery several points of micro skills well such as how to differentiate certain sounds, to know well on various words and how to group a number of words in the sentences. Students should be also sensitive to paralinguistic cues and to non-linguistics cues, so they will be able to build their right guessing on the meaning and to find out key sentence.

### **2.2.3 Concept of Audio Lingual Method**

There are many methods that can be used to teach foreign language. One of the methods is Audio Lingual Method. Although this method is very old and not effective to teach language for higher levels but it is still believed to be a technique for teaching foreign language in low level like micro skills of listening. In teaching foreign language, listening, students need many practices to recognize words, to understand the meaning, and to get the message. Audio Lingual Method is originally introduced to prepare people to master foreign language orally in short time and emphasizes oral form of the language. Conducting the Audio Lingual Method (ALM) which was introduced in the United States of America (USA) in 1940s is suitable to increase listening skills that finally become spontaneous in gaining what students hear. As Apriani (2012) states that there is significant increase of students' listening ability after they were taught by using completing dialog technique.

Although the method is considered very old, many language teachers still like it and believe that it is a powerful method. This method is used as a method of teaching in language instruction. It is based on behaviorist ideology, which professes those certain traits of living things, and in this case humans could be trained through a system of reinforcement. Correct use of a trait would receive positive feedback while incorrect use of trait would receive negative feedback (Brown, 2001: 54-55).

The Audio Lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. This method is finally developed from the combination of the principles of structural linguistic theory, contrastive analysis, aural-oral procedures and behaviorist psychology (Richards and Rogers, 2001 in Rod Eliss, 2012). The experts of Audio Lingual Method believe that learning is essentially the process of change in mental physical behavior induced in a living organism by experience. Formal experience can be gained at formal schools and the aim of learning is habit.

Learning is simply habit formation. To learn a new language means acquiring another set of speech habits (Setiyadi, 2006: 54). For example, the instructor will present the correct model of a sentence and the students would have to repeat it. The teacher will then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction everything is simply memorized in form. Therefore successful language learners are those who finally become

spontaneous in communication and the rules have been forgotten. However, the experts of this method still consider that listening and speaking should come first, and reading and writing come later. It is like a child learns his or her mother tongue. First, he or she hears the sound and tries to understand the sound; he or she then attempts to produce the sound. Next she or he learns to read and write.

The characteristics of ALM (Brown, 2001: 85)

1. Attends to structure and form more than meaning.
2. Demands memorization of structure based on dialogues.
3. Language learning is learning structure, sound, and words to communicate.
4. Drilling is the central technique.
5. Communicative activities come only after the process of drills and exercises.
6. Reading and writing are deferred until speech is mastered.
7. Grammatical explanation is avoided.
8. Translation is forbidden at every level.
9. Accuracy, in terms of formal correctness, is primary goal.
10. The teacher is expected to specify the language that students are to use.
11. Varieties of language are recognized but not emphasized.

Based on the principle of this method, drilling is the central technique that was used by the researcher as a technique to teach the students when the treatments were done. It was to know if there was significant improvement or not after drilling.

#### 2.2.4 Concept of Drills Technique

Drills and pattern practice are typical of the Audio Lingual Method (Richards: 86). Drilling means listening, responding, expensing, and even translating of some models which are provided by the teacher, a tape recorder or another students. Drill includes several activities such as repetition, inflection, replacement, and restatement. Repetition means where the student repeats an utterance as soon as he hears it. Inflection means where one word in a sentence appears in another form when repeated. Replacement means where one word is replaced by another. Then restatement means the student re phrases an utterance. This technique is a technique that is still used by many teachers when introducing new language items to their students.

In order for language learners to practice, there are a number of different types of pattern drills that can be used. Language teacher may use one or more than one pattern drill, depending on what patterns are needed. In the following section “A” represents *teacher* and “B” represents *student* (Rivers, 1978: 56).

1. *Repetition Drill*. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says. This may be used for the presentation of view vocabulary and will be useful for pronunciation, e.g.

A : *I study in the morning.*  
B1 : *I study in the morning.*  
A : *I study in the afternoon.*  
B2 : *I study in the afternoon.*  
A : *I work in the morning.*  
B3 : *I work in the morning.*

2. *Substitution Drill*. Language learners are required to replace one word with another. They may replace the word of the model sentence with a pronoun, number or gender and make some the necessary change, e.g.

A : *Jhon is hungry.*

B1 : *Jhon is hungry.*

A : *In the class.*

B2 : *Jhon is in the class.*

A : *Jhon and Merry.*

B3 : *Jhon and Merry are in the class.*

3. *Transformation Drill*. Language learners are required to change sentences from negative to positive, from positive to intrerrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher, e.g.

A : *The book is new.*

B1 : *Is the book new?*

A : *We are in the class.*

B2 : *Are we in the class?*

4. *Replacement Drill*. Language learners replace a noun with a pronoun. It is the same as the substitution drill but it involves with a replacement, e.g.

A : *I like the book.*

B1 : *I like it.*

A : *I met the people in the Jakarta.*

B2 : *I met them in Jakarta.*

A : *Jhon will come here.*

B3 : *He will come here.*

5. *Response Drill*. Language learners respond to somebody's sentence. In this drill the answers are patterned after the question. This drill may involve "WH" question or "yes/no" question, e.g.

A1 : *Jhon is at school.*

A2 : *Where is Jhon?*

A3 : *At school.*

6. *Cued Response Drill.* In this drill, language learners are provided with a cue before or after the question, e.g.

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

B : *The man bought a book.*

A : *Who will help us? (His brother)*

B : *His brother will help us.*

7. *Rejoinder Drill.* It is similar to the cued response drill. In this drill language learners are given instruction of how to respond, e.g.

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

B : *Would you like to come to my house.*

A : *Your idea is not good. (disagree)*

B : *I disagree with your idea.*

8. *Restatement Drill.* Language learners rephrase an utterance and address it somebody else, according to the content of the utterance, e.g.

A : *Tell him where do you live.*

B : *I live at Simon Street no.5.*

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

B : *What do you have for breakfast?*

9. *Completion Drill.* Language learners are told to supply a missing word in a sentence or statement, e.g.

A : *I bring my book and you bring ...*

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

A : *I have to solve ... own problems.*

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

10. *Expansion Drill.* Language learners build up a statement by adding a word or phrase, e.g.

A : *Mathematics.*

B : *We study mathematics.*

A : *Everyday.*

B : *We study mathematics everyday.*

11. *Contraction Drill*. Language learners replace a phrase or clause with a single word or shorter expression, e.g.

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

*B : I did not mean to kill it.*

*A : Do not go to that place.*

*B : Do not go there.*

12. *Integration Drill*. Language learners combine two separate statements, e.g.

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

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

*A : I know that lady. She is wearing the blue shirt.*

*B : I know the lady wearing the blue shirt.*

13. *Translation Drill*. Language learners translate a sentence from their mother tongue to the target language, e.g.

*A : Saya sangat senang buah-buahan.*

*B : I like fruit very much.*

*A : Ada beberapa murid di kelas itu.*

*B : There are some students in the class.*

By considering the suitability and appropriateness of the material that are going to be presented to the students by the researcher, finally the researcher decided to take 3 patterns of drills as a teaching technique to develop micro skills of listening:

- a). *Repetition Drill* → to improve students' pronunciation in order to be able to recognize intonation and stresses of words.
- b). *Transformation Drill* → to recognize grammatical grouping words.
- c). *Cued Response Drill* → to improve students' background knowledge to recognize words.

### **2.2.5 Teaching Listening Through Drills**

The teacher should be creative to create an interesting learning atmosphere for students in teaching foreign language process. Omaggio (1986: 45) states that listening and reading comprehension are highly complex process that draw on the knowledge of the linguistics code (language form), and cognitive processing skill. It is clear that listening is difficult skill to be built to achieve language. So, listening needs to be developed more than other skills.

The procedures of teaching listening presents the steps as suggested by Huebener (1969: 37) as follows:

- a. Motivation. It is an effort to arouse learners' interest in the topic or presentation of our materials.
- b. Introduction. In this step, the situation or content is briefly described.
- c. Anticipation of difficulties. If there are new words or structures, these will be signaled out or made clear.
- d. First Listening. In this step, the record is played.
- e. Check on difficulties. Some words and structures may still be incomprehensible to few learners. These are taken up at this point and clarified.
- f. Second listening. Again the tape is played without interruption.
- g. Questions. Significant expression, keywords and phrases or structures to be learned are used in questions.
- h. Third listening. In this step, the students listen to the tape recorder carefully.

- i. Questions. The teacher asks original, informal questions to test comprehension.

### **2.2.6 Theoretical Assumption**

In teaching listening, there are some techniques that can help the teacher to reach the aim of teaching learning process. Listening in English class for years has been the most difficult subject for students. It happens because the teachers focuses on macro skills without any attention of micro skills. Whereas micro skill is important as the first step by the students with low ability in listening.

In this research, drill technique is chosen as a technique in teaching listening. Drill technique is used in teaching listening because the process of drilling focus on listening and speaking. Through this technique, students can be trained for hearing new language by the teachers or a tape regularly. Referring to literature review and explanation above, the writer assumes that drill technique is an effective technique in increasing students' listening ability.

### **2.2.7 Hypothesis**

Based on the theoretical assumption above, the writer would like to formulate the hypothesis as follows:

There is a significant improvement of students' micro skills of listening score from pretest to posttest after being taught through drills at the second grade of SMPN 3 Bandar Lampung.