

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the listening comprehension, speaking skill, the correlation between listening comprehension and speaking skill and previous study.

A. Listening Comprehension

Listening comprehension is not only a function of the interplay between language on the hand and what the brain does with it on the other; it also requires the activation of contextual information and previous knowledge. Listening is not just hearing the sounds. The activity of listening needs the activation of the understanding to the context that being spoken by the speakers and the background knowledge in order to get a complete understanding.

1. The Nature of Listening Comprehension

Human beings start listening since they were babies. They can listen before they can start bubbling. Listening is the first skill they have. Since in the womb, babies could listen to what their mothers says to them. The ability of the babies to listen sounds and speech make them know how to speak later on. Listening is an activity of giving attention in order to get some information of what the speakers are saying. Due to its process, it is called as a receptive skill, in which in this activity people decode the meaning of

what they listen to. Although listening is a receptive skill, Harmer (1991, p.181) stated that it involves active participation in language acquisition.

Listening has active participation because in listening process, the listeners have to cope meaning as much as possible. It means that many students may cope the meaning of the spoken language more than they produce. Student with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

To listen well, students have to comprehend the meaning of the spoken language. To comprehend means to understand completely. To comprehend is not only a matter of knowing the meaning of the spoken language but it includes the matter of knowing the context of the spoken language. To comprehend something spoken by someone needs a total and complete understanding. It can be said that understanding is to know the meaning of something that someone says, and to comprehend the meaning of something needs a skill in order to reach the ability to understand completely to what have spoken by the speakers. The example is like the word “mad”. It contains more than one meaning that the listeners should comprehend carefully. The meaning of the word “mad” can be “mentally ill” and can be “angry”, it depends on the context. It is clearly explained from the definition above that comprehension needs the ability to understand on something.

Ricards and Schmid (2002, p.313) stated that “Listening comprehension is the process of understanding speech in a first or second language.” Thus, listening and listening comprehension actually have the same meaning because listening always needs comprehension, so the listeners understand completely the information they seek to know. Richard (2008, p.3) stated that “Listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.” Another statement is stated McDough (2003, p.123) that “Listening comprehension, then, is not only a function of the interplay between language on the hand and what the brain does with it on the other; it also requires the activation of contextual information and previous knowledge.”

In listening activity students listen to spoken language in which spoken language is little bit different to the written one. Spoken language has some features like incomplete sentences, the using of clauses, and repetitions. These phenomena occur because people speak with their styles and as long as the listeners understand what the speakers say, the language is complete. It is different to the written language. Written language need a complete utterances in sentences or the written language will make fragments or other mistakes. Like what has been stated by Harmer (2000, p.99) that “Listening is special too because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances (e.g.

‘Dinner?’ serving as a perfectly functional way of asking ‘is dinner ready?’ repetitions (e.g. ‘I’m absolutely sure, absolutely sure you know that she’s right’), hesitations (e.g. ‘Yes, well, ummm, yes, possibly, but, er....’) etc.”

These examples may occur when students are asked to listen to the spoken language then they are asked to write down or choose the correct answers correspond to what the speakers says. This activity sometimes takes extra effort for those students who are not familiar to the spoken language being said in the form of short or long dialogue and monologue. For this, the writer says that listening activity takes extra effort because the students have to listen and comprehend the foreign language then they have to infer or conclude what they have heard in order to answer the exercise of listening activity.

2. Types of Listening

People have their purpose in doing something, so does in listening activity. In a condition, people need listening for the purpose of their curious or desire to know the information of what they listen. However, there is a situation when people need to listen in order to keep interaction between two people or more go on. Nation and Newton (2009, p.40) divide the types of listening into two types:

a. One-way listening (transactional listening)

This type of listening is associated with the transfer of information. It is the process of the information is being transmitted like the activity of listening to some teaching materials that given by the teachers.

b. Two-way listening (interactional listening)

This type of listening is associated with keeping the social relations. It means that two-way listening is the activity of listening in everyday life such as when people listen to their interlocutor in order to reply them in conversation.

3. Processes of Listening

Listening itself is a process of interpreting meaning of the spoken language. Farrel (2006, p.108-109) states that there are two process in meaning interpretation activity that happens in listening. These processes are:

a. Top-down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context, the situation which cause language be used to predict what the message will contain. It involves the listeners in going from the whole—their prior knowledge- to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

b. Bottom-up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

4. The Testing of Listening

Like other language skills (speaking, reading, and writing), the listening skill can be tested. The testing of listening can be such as understanding utterances, implying, and sometimes making inference of the spoken language. Although listening skill is usually correlates to speaking, it is possible to separate these two skills in testing in order to make the test more focused on one skill. Heaton (1995, p.64) stated that “Although the auditory skills are closely linked to the oral skills in normal skill situation it may sometime to separate the two skills for teaching and testing.”

A good listening test is if the test that is tested is on a recording. The reason is because the recording has higher reliability than non-recorded. Nation (1995, p.186) stated that “A listening test will be more reliable if the material that the learners listen to is on tape. The tape recording ensures that whenever the test is used, the speed of the speaking and the accent will be the same.”

B. Speaking Skill

Speaking skill is ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling. Speaking is also productive skill in the oral mode. It is not like the other skill, speaking is more complicated than it seems at first and involves more than just pronouncing words.

1. The Nature of Speaking

One of the skills learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words.

Speaking has some sub-skills and it also may become essential for learners in language learning. Hughes (2002, p.6) stated that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed

because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

According to Bygate in Nunan (2001, p.7), speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other's contributions. The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. In communicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keep going on a conversation.

2. The Skill of Speaking

As what have been discussed above, the skill of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning. Discussing about speaking ability, the question that may appear is to what extent learners can be judged that they have ability in speaking? Woods (2005, p.41) stated that “Speaking effectively depends very much on the speakers’ ability to interact with an interlocutor.”

Another statement is stated by Lander (1977) that “Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation.” Referring to the statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.

In classroom, speaking activities may happen to practice communicative competence. Ur (1996, p.120) stated some characteristics of a successful speaking activity such as: Learners talk a lot; Participation is even; Motivation is high; and Language is of an acceptable level.

3. Processes of Speaking Skill

Speech, like written language, needs to be processed. People speak what they have in their mind. There are some phases in speaking processes:

a. Conceptualization

Long and Doughty (2009, p.419) said, “Conceptualization is a phase of forming ideas (what is going to be spoken) or principles in the mind.” During this phase the intention is conceived. This phase is also known by the lexical level. In lexical level is the stage of brain conveys meaning of a word. For the example is when someone figures out “Goat”, there will be an activation of the lexical module carrying all the features of “goat”.

b. Words Level

Gleason and Ratner (1998, p.337) said, “The words level is the level of carrying the meaning of words”. The meanings of the words are carried out based on the syntactic frame. It is the process of the mind to arrange meaning from the smallest unit of the words into sentences.

c. Articulation

This phase is the phase of turning the idea or concept into a spoken word. This phase of oral production requires matching the syntactical elements from the words level to the sound that make up the language.

4. The Testing of Speaking Skill

Testing speaking skill seems to be challenging because the oral production test has a high subjectivity (Heaton, 1995). It tends to be subjective because it tested orally and assessing spoken language is so difficult because in this test we have to discriminate whether or not the speakers have the ability to speak the target language.

For this reason, in testing speaking, to be wise is a must to make the test valid and reliable. Moreover, the evaluation of speaking needs some guidance or scales of to what extend people have the ability to speak in foreign language. It needs guidance to let the testers have a standard that have to be required by the test takers.

C. The Correlation between Listening Comprehension and Speaking Skill

As what have been explained above, speaking need complex skills to be learned and it also takes courageous. It means that speaking in target language may not easy to some learners. There is a skill which correlates to the process of speech production.

Such us the previous explanation, listening is a gate that will get students to speak. This is not only the theory of second language learning and acquisition, but this has been happened in first language acquisition. Babies start bubbling and make reactions when their names are called after they got exposures from their mother everyday by speaking to them and calling their names. The first language skill that has been active since babies are still in womb phase is listening. Therefore, it is a common sense that pregnant women often give their babies classical music although they have not been born. “The first step in speech perception is the auditory step, in which this step listening has an important role to receive the information. Also, in this step human receive utterances in un-instantly. Sounds of the utterances that are heard will be saved in the memory (Dardjowijoyo, 2005).”

Building understanding in the mind is important for those who learn language. Even though the speaking skill is good but the listening is not, this phenomenon can take for granted that the conversation cannot go on. How the speakers could will replay their interlocutors when they do not listen well. “Students who are able to speak in target language but they are not able to listen to it well, they will face difficulty in oral interaction. Don Snow (2007) stated this phenomenon *as putting the horse before the cart.*” The proverb means to do things in wrong order. That was the reason of why Snow states that proverb is because listening is involved and correlates to communication activity.

To sum up, oral and auditory skills correlate each other in the way of the communication between people. Thus, listening is the way of receiving messages from interlocutor and it also the way of comprehending speech. The messages that are processed are spoken language which is produced by the speakers. That is why listening comprehension correlates to speaking skill.

D. Previous Study

To avoid the same title in this research, the researcher shows the research which is relevant to this research. Syafi'i (2014, p.102) stated that relevant research is previous research conducted by previous researcher that is relevant or related to a research which a person is conducting. Reviewing the previous study is intended to avoid the “plagiarism” toward the design and finding of the previous researcher.

One of the researchers is Maesaroh. The research was conducted at UIN Syarif Hidayatullah Jakarta in 2006 and exactly on English Education Department students (EED). The objects of the research were the first semester students of EED at UIN Jakarta. She used quantitative methodology. The object of the study was students of the first semester. The instrument that was used is the documentation of EED students' scores and she did not test the students. The research finding showed that there a correlation between listening comprehension and speaking in the range of moderate or medium sized correlation.

Another researcher is Anshori. The research was conducted at MA Sunan Ampel Pare in 2019. The objects of the research were the tenth grade students. He used quantitative methodology. The instruments that were used are questionnaire and test. Based on the study that has been conducted, the result brings to the following conclusion that there is a positive correlation between student's habit in listening to English song (X) and vocabulary mastery (Y) of tenth grade students of MA Sunan Ampel Pare Kediri in the academic year of 2018/ 2019. At the level significant 0.05 and the number of respondents are 30, the sig (2-tailed) is 0.000. It is lower than 0.05 so the correlation is significant and is has a strong correlation.

The last relevant researcher is Budianto. The research was conducted at Muria University Kudus in 2011. The object of the research was the fifth semester EED students of Muria University. The instruments that were used are tests of listening and speaking. The research finding showed that there is a significant correlation between listening and speaking skill.