

CHAPTER II

THEORETICAL FRAMEWORK

A. Listening

1. Definition of Listening skills

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 stated that it involves active participation in language acquisition. (Harmer, 1991 : 181).

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.” (Richard, 2002 : 311). it depends on the context. It is clearly explained from the definition above that comprehension needs the ability to understand on something.

The meaning of two terms –listening and comprehension- lead the writer to define listening comprehension is the way of understanding

completely the spoken language through listening and then making up the meaning of the language being spoken by the speakers. Some experts of language teaching define the term listening comprehension in some ways. Richard stated that “Listening comprehension is the process of understanding speech in a first or second language” (Richard, 2002 : 313).

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 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.” (Harmer, 2000 : 99)

So listening is the first skill they have, Listening is an activity of giving attention in order to get some information of what the speakers are saying. To listen well, the listerner must understanding or 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

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 divide the types of listening into two types: (Nation, 2009 : 40).

- a) One-way listening (transactional listening) This type of listening is associated with the transfer of information. It is the process of the 25 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

This type usually often appears during the communication process, because people have their own goals for doing something. In a condition, people need to listen for the purpose of satisfying their curiosity or desire to find out information from what they listen to. that's why these two types will unknowingly appear by themselves depending on the number of people

3. Processes of Listening

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

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. Aspects in Listening

Aspects that are commonly used in assessing students in the test listening is as follows (Ita Adryani Syam, 2009):

a. Comprehension

This refers to students' understanding in understanding the meaning and the response given.

b. Lexical Resources

This refers to the amount of vocabulary used by students and how clear the meaning. It includes variations of the word used and the ability to get a complete vocabulary.

c. Grammatical Range and Accuracy

This refers to the various structures available to students and how accurately and precisely it is used. Appraisal takes into account length and complexity of listening comprehension.

d. Pronunciation

This refers to the student's ability to listen to speech. pronunciation in English which includes articulation, emphasis, and intonation. Pronunciation in English is very important, especially for non-native speakers. Because sometimes if the pronunciation is wrong it can hinder communication.

In listening, these aspects must always be considered as a listener when communicating in English

B. Speaking Skill

a. Definition of Speaking Skill

Hughes stated that “Speaking is not a discrete skill.” (Hughes, 2002 : 6). 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.

Speaking, according to By gate in Nunan “Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other ’’contributions.” (Nunan, 2000 : 7).

In language learning, speaking may essential for learners. Horwitz stated that “speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.” (Horwitz, 2008 : 91).

Speaking becomes essential because it is the skill which people can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the

learners can produce the language they are learning. In many contexts, speaking is a skill upon which person is judged 'at face value.

In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, Farrel, stated that "One of the main sources of evidence of language competency is the ability to speak the language you are learning." (Farrel 2006). Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language

Speaking is the ability to speak is considered a successful way of learning a language. This is because language requires the courage of language learners. Courage is needed because speaking not only makes sounds, but also requires pronunciation, semantics, and a way to turn ideas into words

b. The Ability of Speaking

Woods stated that "Speaking effectively depends very much on the speakers' ability to interact with an interlocutor." (Woods, 2005 : 41). 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, 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. Some characteristics of a successful speaking activity such as bellow:

- 1) Learners talk a lot : As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seems obvious, but often most time is taken up with teacher talk or pauses.

- 2) Participation is even : Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high : Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level : Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

c. Processes of Oral Production 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

“Conceptualization is a phase of forming ideas (what is going to be spoken) or principles in the mind” (Michael H. Long and Catherine J. Doughty: 2009). 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 29 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

The words level is the level of carrying the meaning of words (Jean Berko Gleason & Nan Bernstein Ratner, 1998). 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.

d. Element in speaking

There are 5 things that must be considered when assessing element of speaking skills so that you know how to improve them. Check out explanation below regarding what are the aspects of assessment in English speaking skills.

a. Pronunciation

The first element of speaking skill that must be assessed is pronunciation. In the Oxford dictionary explained that the pronunciation is the way in which a language, words and sounds be spoken. As mentioned “pronunciation is the way in which language or a particular word or sounds is spoken”. The first part of pronunciation that must be assessed is word stress or emphasis on one or two certain syllables in a sentence. The pronunciation is sentence stress, which is the stress of certain words in a sentence to make it easier to understand. The way of combining and pronouncing certain words is also one of the assessments in the aspect of pronunciation.

b. Grammar

The second aspect that must be assessed in speaking skills is the grammar of the sentence that will be uttered. Collerson (1994:2) argue grammar is a certain way selecting and arranging words and other elements according to certain principles/rules at any time use a language, both in speak or hear, nor in write or read or just in thinking Grammar is a rule regarding the structure of sentences in English, so that it is appropriate and polite to say.

In the aspect of speaking skills in the grammar section, the important thing to note is the proper use of tenses and

parts of speech. You should be able to use different tenses to talk about things in the past, present, or future.

c. Fluency

Fluency is the third element that must be assessed because it will support how you speak. According to FIP (2009, 62) fluency related to cause and the implication. This aspect of fluency becomes an important part of creativity. the role is exploring their potential by students.. The advantage of public speaking in English that you need to know is that the level of fluency is very good.

The assessment on this aspect is divided into 5 categories, namely 1 to 5. The best level of fluency in the rating scale is 5, which is with a range of 90 to 100. You can get this total score from the assessment of each aspect.

d. Vocabulary

Vocabulary will also be assessed in speaking English because it will reflect how far your knowledge is. Vocabulary a collection of several words that are combined, so that it has a meaning or meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening and speaking (Hornby: 1984: 959). The more vocabulary mastered, the better.

Mastery of this vocabulary is not just pronunciation, but also the meaning and ways to use it. One word in English is divided into past, present, and future, each of which must be understood.

e. Comprehension

Comprehension is the ability to receive and interpret a series of communication activities. Comprehension in mastering a second or new language can sometimes be difficult.

These five elements are very important in speaking, both in doing assignments or in speaking to native speakers

C. The Correlation between Listening Comprehension and Speaking Ability

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 be easy to some learners. There is a skill which correlates to the process of speech production.

Snow stated “Listening is the language skill used most often and the channel through which students get much of their language input.”³⁰ Not only can listening activity be a native exposure for students, but listening also can be used for teacher in developing students’ pronunciation. The better the input that the listeners get, the better the pronunciation will be. Harmer stated “Listening is good for our students’ pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.”. However, Broughton and friends argued that “Good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always produce a fluent tongue.” Wong also argued that having a good listening does not always reflect the fluency of communication. Broughton and Wong’s point of view is sometimes true because in real communication people who do not talk a lot, it’s not mean that they didn’t understand the interlocutors. Although good listening does not always reflect good speaking, in fact, listening can lead learners to speak. Moreover, it is impossible to speak like native if the speakers do not know how native speak. At least, they have role models of how to speak. Like what Harmer stated in *How to Teach English* “One of the main reasons for getting students to listen to spoken English is to let them hear the different varieties and accents – rather than just the voice

of their teacher with its own idiosyncrasies”, listening has the contribution and correlation to build speaking ability.

Listening is the language skill used most often and the channel through which students get much of their language input. In addition, students will absorb the structure and the sound of a sentence at once. Moreover, when the students get exposures through listening, they will automatically imitate and say what they have heard involving the structures of the language they have heard. Thus, the listeners can absorb the structures because they imitate the spoken language they have heard whether the speakers are grammatically correct or not. What they tend to give attention to is the way of the language being spoken. Like what have been stated by Newton and Nation that “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening. Moreover, no model of second language acquisition does avail itself of input in trying to explain how learners create second language grammars.”

Such as 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.” 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 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 ability.

D. Previous Studies

The study of correlation between listening comprehension and speaking has been researched by some previous researchers. They found out whether or not listening comprehension affect speaking skill.

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 English Education Department 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 English Education Department 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 Budianto. The research was conducted at Muria University Kudus in 2011. The object of the research was the fifth semester English Education Department 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.