**CHAPTER II**

**LITERATURE REVIEW**

This chapter presents: (a) theoretical framework; (b) previous related studies; and (c) research setting.

1. **Theoretical Framework**

 This chapter discusses: (1) the concept of teaching; (2) the concept of listening; (3) type of listening perfomance; (4) the importance of listening comprehension; (5) the concept of TQLR stratgy; (6) teaching procedures by using TQLR strategy for listening.

1. **The Concept of Teaching**

According to Brown (2007, p. 7), teaching is a process of transferring knowledge which is done between teacher and student. Its related to brown’s opinion. He says that “teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. An article from Al-Quran also mentions that:

 “You who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; knowledge, by degrees. And Allah is Acquainted with you do*” (Surah Al-Mujaadilah verse:11).*

It means that Allah has explained to us that we have to share our knowledge which Allah has given for us to other, then Allah will raise our prestige in front of Him later.

1. **The Concept of Listening**

Listening is a student ability to understand the meaning of the words they hear and to relate them in some way, when the students hear a story, for instance, good listening comprehension enables them to understand, remember, discuss, and even retell in their own words. This is an important skill to develop even at an early age, because good listener grow up to become good communicator.

According to Sha (2002, p. 27), listening is a voluntary process that through training and experience produces culture Listening is directed attention to what is heard, gathering, meaning, interpreting, and deciding on action. Moreover, Patricia (2010, p. 11) adds that listening is an active process of hearing and comprehending what is said.

Fleteher, et. al (2006, p. 188) states that listening comprehension is the terms that needs to be unpacked and refers to s process as hard to measure as reading comprehension. In addition, Richards (2008, p. 3), states that “listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous”.

Moreover, et. al (2013, p. 17) states that listening is an active process by which the helper shows respect for the client and demonstrates interest in the problems presented. Listening comprehension is one of major skill that every English student must had. Practically, there are still many people who have lack of listening skill than other skills, especially it is the common problem the mostly ESL or EFL stdenst had. For example, when student could speak English fluently but she could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast not the low responses skill of what they heard.

From the previous definitions, the writer can infer that listening plays the important roles in teaching English as a second or foreign language, as communi cation, as the listener’s active participation of strategies and as a manipulation of strategies. In addition, listening comprehension is the core of listening process, if the students are not able to comprehend the listening material.

1. **Type of Listening Performance**

According to Brown (2004:242-244) there are six types of listening performances such as:

1. Reactive

Listening sore sole purpose of repeating the speaker had said. For example, teacher gives students individual drills that focus on pronunciation.

1. Intensive

Listening for perception of component (phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

1. Responsive

Listening to a relatively short stretch of a language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

1. Selective

Processing stretches of discourse such as a short monologue for several minutes in order to scan for certain information.

1. Extensive

Listening is to develop a top-down, global understanding of spoken language.

1. Interactive

This listening type could combine all five the type above, it also integrated with speaking or others skills in the authentic give and take of communicative interchange.

In this research, the writer chose responsive type because it is appropriate with what the researcher teach the experemental group. Responsive type is listening to a relatively short stretch of a language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

Successful listeners use both bottom-up and top down strategy as follows:

1. Bottom-up Processing

According Wolvin (2011, p. 1), the first model of listening to be developed was the so-called bottom-up model. It was developed by researchers working in the 1940s and 1950s. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message, individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine together to create ideas and concepts and relationship between them. Furthermore Benati (2009, p. 122) state the bottom-up approach consists of the ability for the reader to decode the linguistic information (e.g. orthographic knowledge, lexical (kanji) and syntactic knowledge) in a written text in gradual way: from the small to large units. Readers will process letters and characters, and analyze and interpret the meaning words and sentences.

2. Top-down Processing

According Wolvin (2011, p. 1), top-down processing developed after bottom-up models, top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated words in isolation from the words of which they form a part, while, on the other hand, they are quite able to identify these same truncated words so long as they are presented with the surrounding context. Moreover Benati (2009, p. 122) state top-down processing will involve processing beyond the analysis of linguistic information (e.g. knowledge of text structure, prior knowledge (topic familiarity, culture awareness).

Thus, teacher can choose the right process of listening between top-down processing and bottom-up processing to their teaching. Top-down processing and bottom-up processing are important for students because both can improve students’ skill.

1. **The Importance of Listening Comprehension**

Human being has two ears and only one mouth, it draws a conclusion that human has to listen more than to speak. Therefore, in learning foreign language listening skill is so important. Brown (2004, p. 119) explains that every teacher of language knows that one’s oral production ability is only as good as one’s listening comprehension ability.

Successful communication depends on not only receiving messages but also decoding them correctly. There was no communication process complete without listening. Most of students took much time to improve their listening ability. They did not only learn to listen what their teacher taught but also they should learn by their self by watching TV or listening to the radio.

Furthermore, students who have strong listening comprehension skills also tend to be good listeners overall. Developing strong listening comprehension skill early on will help each students become a better listener for life. Finally, strong listening comprehension skills promote thinking and problem-solving skills. To comprehend a passage is not an easy thing for the student. They need not only to get the writers’ point but also to select the important information and organize it for better retention and understanding. Furthermore, the students need to apply effective strategies to get good information (Brown, 2004, p. 244-246). Effective listening is extremely important for students as they spend most their time listening to lectures.

From the previous definitions, it can be inferred that listening comprehension is the core of the communication process. If the students are not able to comprehension the listening materials, they actually have failed to understand the information.

1. **The Concept of TQLR Strategy**

TQLR strategy consists of *Tune in*, mobilized mental process and be ready to give full attention. *Question*, Teacher asks students to ask about themselves some question related to the text that they will listen. *Listen*, teacher asks the students to listen carefully in order to get answer the question. *Review*, is rechecking of the passage received against what is anticipated and evaluating the main point for their benefit and meaning. According to Manzo (1995, p. 282), TQLR is simple strategy of unknown origin. In this strategy, a different task targeting a specific listening skill goes with each repetition text.

In addition, TQLR strategy strengthens language devolepment, improve access to prior knowledge, builds awarences of learning, reduces confusion in locus of control. This strategy assists with listening comprehension (Collier, 2005, p. 22). Furthermore, in TQLR teacher helps students make useful notes about their experience by modeling strategies for active listening, a skill that helps students focus on the content of oral presentation of all kinds (Popp, 1997, p. 162).

From definitions above, the writer can conclude that TQLR strategy is a strategy that can help the students to increase their ability and knowledge. This strategy focuses on helping students to use their background knowledge and mindset effectively and active thinking. In teaching listening, the students must focus on listen the speaker in listening process.

**6. Teaching Procedures by using TQLR Strategy for Listening**

 Manzo (1995, p. 282) adviced four procedures in TQLR strategy.

1. Tune in

In this process the teacher informs the students to listen the instruction by giving motivation.

1. Question

In this step the teacher asks students to make some questions based on the text that they are going to listen.

1. Listen

The teacher plays recorder and ask students to listen recorder carefully.

1. Review

The teacher asks students to summarize what they have listen about the text.

**B. Previous Related Study**

There are two previous studies which are related to the writer’s present study, they mostly discussed listening and TQLR strategy. The first thesis entitled “Teaching Listening through TQLR (Tune In, Question, Listening, Review) Strategies At The Eighth Grade Students of SMP Negeri 1 Pasawahan” written by Restianasari in 2013. The objective of the study is to find out whether TQLR (Tune in, Question, Listening, Review) strategy is effective in teaching students’ listening comprehension at SMP Negeri 1 Pasawahan. The results of this research showed that TQLR Strategy was effective in teaching students listening comprehension.

In relation to the previous study, the similarities and the differences were found between the researcher’s and Restianasari study. The similarities are as follows: both of the researcher discuss quantitative research, both of the researcher use the same technique, in this case, both of them use TQLR strategy. And the differences are as follows: the researcher will conduct a research at SMA Negeri 2 of Tebing Tinggi, while Dwi Restianasari conducted her research at Senior SMP Negeri 1 Pasawahan.

The second one was the study conducted by Sari in 2012 entitled **“**Teaching Listening through TQLR Strategy for Junior High School students”. In her abstract, she wrote the objective of the study is to investigate whether or not there is a significant improvement in listening between the students who are thought using TQLR strategy. The results of this research showed that TQLR Strategy help students about the listening better.

In relation to the previous study, the similarities and the differences were found between the reseacher’s study and Sari’s study. The similarities are as follows: both of the researcher discuss quantitative research, both of the researcher use the same technique, in this case, both of them use TQLR strategy. And the differences are as follows: the researcher will conduct the research toward the twelfth grade students of SMA Negeri 2 Tebng Tinggi, while Sari conducted her research for the Junior High School.

**C. Research Setting**

In this study, the researcher chose SMA Negeri 2 Tebing Tinggi as her research subjects. SMA 2 Tebing Tinggi established in 2006 which is located at Jln. Lintas Sumatera Talang Gunung, kec. Tebing Tinggi, Kab. Empat Lawang, South Sumatera, 31453.

The headmaster of SMA 2 Tebing Tinggi is Mrs. Marlina who is helped by 63 teachers and 9 staffs. The number of class twelfth is 137 students. This research will be implemented in the twelfth grade students of SMA Negeri 2 Tebing Tinggi.