

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will discuss about kinds of theory that underlying the research and review of related literature. There are some theories about teaching listening, crossword puzzle game, and descriptive text.

2.1 Teaching Listening

Teaching is a fundamental activity in the education program that commonly followed by every people. The general meaning of teaching is an activity to transfer some knowledge from the teacher to the learner. It is suitable with Arifin's view (2013:10). He states that teaching is one of the formal words. He also state that teaching and learning are used for an activity between the students and teacher especially in the formal school. Teaching and learning process involve the teacher as the known or someone who have much knowledge and have some obligate to transfer it. In the other way, students is someone who have the right to get much knowledge from the teacher.

Teaching is the important part of the nation's education. To make a success teaching process, all teachers should complete some important component. According to Sudjana's view (2009:57-58), there are six components in teaching learning process that important for succesing the teaching learning process, they are the purpose of teaching process, media and materials, student's condition and learning process, teacher's condition and teaching process, teaching source and technique of teaching.

In Sariçoban's view (1999:1), he claims that listening is the ability used every day to identify and understand what others are saying especially in communication. It means to understand about some information, we start to listen what the other saying to get the information then identify it in our brain. Listening is the oral skills that just receive some information without produce anything when we do it. Adapted from Linse and Nunan's view (2005:24) they call listening as a receptive skill. It because this skills are focused on receiving information from the outside. Its line with Nadar et al (2009: 94), they state that from all the language basic skill, listening is a receptive skill.

Listening is one of basic skills that important and should master by student who study about language. According to Linse and Nunan (2005:25), they say that listening is a foundational skill used to develop other language skills. The real example of correlation between listening with other skill is listening and reading. In the reading activity, students should know how to say, spell and pronounce the text that contains of word and phrase, and listening skill helps the student to match the sound with the writing symbol correctly.

From explanation above, the writer concludes that teaching is an educational process used for transferring the teacher knowledge to the students in the formal school. In teaching learning process, listening skill is important to have by students because it has relationship with other skills. The basic purpose of mastered listening skill for the students is, they will easier to gain some information from teacher's explanation. In order to mastering it, they can listen to radio or television in the morning to know the up to date reports and listens to the music.

2.1.1 Principles of Teaching Listening

When teaching listening, the teachers should know about the principles of teaching listening. According to Harmer (1998:99-101) explanation about six principles in teaching listening, the six principles of teaching listening formulated as follows:

- 1) The tape recorder is just as important as the tape.

However good tape will be useless when it has a low speaker. Before start to listening activity, the teacher should check the tape recorder to ensure that the tape recorder sound can be heard for all students around the classroom or not. Another vital matter is a tape recorder that is easy to use and familiar for the teacher. It will help the teacher to operate the tape easily and minimize the error during the listening process.

- 2) Preparation is vital.

Preparation is the most important activity before we do anything. In teaching listening activity, the teachers need to be prepared some teaching media before doing the process. Teachers also need to listen the tape recorder sound first before they take it into the class. Besides, teacher should guide the students to explain the topic and the task before start the activity. It is used to minimize the error during the listening process.

- 3) Once will not be enough.

Listening once is not enough for the students. The teacher should know that the students would to listen the audio again to pick up the things they missed at the first time. First time the students listen the audio, usually just used to give them some idea of what the listening material

sounds. It make the students can miss some information at first so they need to listen to a tape two or three times again.

- 4) Students should be encouraged to respond to the content of a listening, not just to the language.

The student's response is the important part for the teacher to give then an evaluation for their teaching materials. The teacher will know success of their teaching materials or teaching technique in anything skills are from their student's response.

- 5) Different listening stages demand different listening task.

The teacher needs to set the different tasks for different listening stages. Its mean that, for a first listening, the task needs to be fairly straightforward and general

- 6) Good teacher exploit listening texts to the full.

After play the tape, the teacher can play it again for various kinds of study before using the subject matter/situation or tape script for a new activity.

Furthermore, the teachers have to take attention the principles in teaching listening skill. As the explanation about the principle of teaching listening above, we can conclude that the teacher hold the important roles in teaching listening process. For the example, one of the principles in teaching listening is the teacher should prepare and check all of teaching listening materials included the tape recorder.

2.2 Games

Songs, games, dictations are several activities used by the teacher for succeeding the teaching listening process. One of that activity used by English teacher in Al-hikmah junior high school is game. The general meaning of games is play and we know that every people have fun to play. Its line with Linse and Nunan's view, (2005:53) they state that game is a part of playing. In the other hand, Hadfield (1990) in Deesri's article (2002:1) gives the definition that game is an activity that consist of rules, a goal, and an element of fun. As their explanation, games are played in such fun competitions that involve some rules that should be obeyed by the player to be the winner. Nowadays, we can find some games added by some lesson inside and we call it education games.

For the effectiveness of using game in teaching learning process, Sugars brother and sister (2002:4) explain that games are an effective way for the teacher to present their material and access material learned. They also state that games can help teachers to maximize each students learning potential. It cause playing make every people enjoy and relax to learn. Its line with Kirkland and Riordan journal (2010:2-3), they explain about games as an engaging teaching and learning technique. Underlying theory by Ruben (1999), they claim that games can motivate students to learn. Games are good and fun activity used to motivate the student to increase the student's group collaboration and fosters their active learning.

Based on the statement above we can conclude that games are one of the effective activities to help the teacher in teaching process. Games that consist of

rules, play, goal, and some lesson can motivate the students to learn more. It can increase their group collaboration and active their learning process.

2.2.1 Crossword Puzzle Games

The most popular games that played by all people are crossword puzzle games. We can find and play it online, at the computer, smart phone, newspaper, magazine or we can make it by our self. It also as the one of favorite games that chooses to accompany us to spend our free time. According to Claire (2011:6), she states that crossword puzzle consist of some word puzzle, clue and black-white squares. The goal of this game is writing some words as the answers of the clues; it should be wrote in the white squares. Students must fill the white squares that placed in the grid from left to right or from top to bottom with some word by descriptive audio as the clues. The black squares tell where the word ends.

Cross word puzzle games is a familiar game, which can be played by every people since it is easy and used every place including school. The teacher can make it simple and apply it at teaching learning process. According to Wharton (1995: 48), he stated that crossword puzzle is really quite easy to create for use in the language classroom. Crossword puzzle games makes the teaching learning process attractive because it not only writing the true answer of the clue, but it also motivating the students to solve the puzzle that made by the teacher.

There are three kind of crossword puzzle in teaching process using crossword puzzle, there is some kinds of crossword puzzle that can be done the students, and they are:

- a. Oral crossword.

The oral crossword is the teacher gives the crossword game with clue orally, and the students just get the blank crossword. The student given the puzzle with no clues what so ever. In a foreign language class, this can be an excellent listening activity. Teachers ask students to fill the way what they can and then repeat the clues once more at the end.

b. Picture crossword

Picture crossword is the crossword with the clue consist of picture. The teachers only gives the students the puzzle with no clues. For each clue, hold up a picture. This game good for the teacher that teach a lot of new vocabulary.

c. Object crossword

The object crossword is the crossword in which the clue is written on the object. The teachers only give students the blank puzzle with no clues. Teachers place the items around the room, each labeled with their clue number. The students should rotated around the room to pick up the objects as they complete the puzzle.

Based on statement above we can conclude that crossword puzzle games is a simple and familiar game that consist of word puzzle, black-white squares and some clue that help the player to solve the puzzles. The teachers can uses crossword puzzle game to help them in teaching learning process. Besides easy to create, crossword puzzle games also make the teaching learning process more attractive. Crossword puzzle can used by oral crossword, picture crossword or object crossword and in this case, the English teacher of Madrasah Tsanawiyah

Al-Hikmah Sidorejo applied the oral crossword for teaching listening by using descriptive animal audio as the clue.

2.3 Descriptive text

Descriptive text is the text, which explain things in detail by using many great visual words to help you see the person, place, or thing we are writing and explaining things in detail. McCarthy (1998:5) explain that descriptive writing is a text that describes images by using precise words. It can be a poem when the image described by using metaphor and the sound of words. The social function of this text is to describe a particular person, place, or thing, for instance description a particular building, specific animal, particular place and specific person

2.3.1 Generic structure of Descriptive Text

According to Turang (2005:22), there are some generic structures of descriptive text; they are identification and description. The definitions about each generic structure of descriptive text are:

➤ **Identification :**

Identification usually placed on the beginning of part of paragraph that introduces the character that the writer writes. It can be general statement about place, person or thing that the writer want to describes. This is interesting parts and able to provoke the reader to read the text.

➤ **Description :**

Description is the part of paragraph that describes the character that we write in detail. By read this part, the reader can easily imagine they see,

feel, and hear that the writer have seen, felt and heard. The description of the object can done according to different eagles, such as size, length, strength, color, height, condition of location, weather, qualities, shape, etc.

Beside the generic structure, there are some language Features of descriptive text. Hurustiyati (2014:10) explain that there are nine language features of descriptive text; they are descriptive use adjectives and compound adjectives, linking verbs, attributes, question words, pronoun, possessive pronoun, action verb related to the simple present tense, singular and plural nouns, and the last descriptive text use of simple present tense.

2.4 Previous study

The writer found some previous study that related with this research. The first study composed by Nova Novita Rus Diana (2010) titled *The Advantages and Disadvantages Using Games in Teaching Vocabulary to the Third Grade TOP School Elementary School*. By applying some games in teaching learning process, she found that student more interested in learning material but the noisy condition makes the students uncontrolled. The teacher did not need more time to explain the materials but it also make them lost much time to give some new vocabularies. The writer found some similarities between Diana and the writer's research; they are analyzing the used games in teaching process. The different is Nova Novita Rus Diana used general games for teach the general skills while the writer's study is focused on crossword puzzle games in teaching listening skills.

The second titled of previous study is the international journal *The Use of Crossword Puzzle as a Vocabulary learning strategy a case of English as second*

language in Kenyan secondary School. Martin C. Njoroge, Ruth W. Ndung'u, and Moses Gatambuki Gathigia write this article. The conclusion of this article they found that crossword puzzle games as an effective strategy in teaching vocabulary instruction. There are some similarity and difference between the article written by Njoroge et al and the writer's study. The similarity is both of them used crossword puzzle and the difference is they focused on teaching English vocabulary while the writer's study is focused on teaching listening descriptive text.

The next previous study composed by Muchamad Salimin (2013) *The Use of Portfolio to Improve the Students' Ability in Writing Descriptive Text of second grade VIII-8 C class of MTs Sudirman Kopeng*. By using collaborative classroom action research, he found that the different of students score from exercise 1 until 4 shows that portfolio could improve the student's ability in writing descriptive text. Salmin's research is Class Action Research (CAR) while the writer's study is qualitative research. It means these researches are different.

The last previous study is *Bringing Movies into the Listening Classroom to Introduce the Authentic Material to the EFL Students*. This article is writing by Titis Sulistyowati, the lecturer of Muria Kudus University. She wrote about some advantages for enhancing listening skills in EFL by using movies. Movies as the authentic materials that can improve their English from what they are hearing and seeing. This article shows some similarity with the writer's study. This article analyze how to teaching listening but the different item is media that used by the writer in teaching listening. The Titis sulistyowati's article focused on using movies as media in teaching process while the writer used cross word puzzle

game in teaching listening and focused on listening descriptive text for junior high school.