

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents related literature dealing with the nature of listening (definition of listening skill, difficulties in listening skill, principles of teaching listening skill, listening material, a good listener), dictogloss technique (definition of dictogloss, the advantages of dictogloss technique, variations of dictogloss technique, teaching listening using dictogloss technique and the previous study.

#### **A. The Nature of Listening**

This section the nature of listening that will explain in this sub chapter contain with the definition of listening skill, difficulties in listening skill, principles of teaching listening skill, listening material and a good listener, as follows.

##### **1. Definition of Listening Skill**

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life.

The importance of listening is acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than

speaking.” It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender’s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn’t automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is

active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

## **2. Listening Problems**

The first step the learning problems that studentep in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996: 111-112) identifies the learner's problems and the solution as follows:

### **a. Trouble with the sounds**

Most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

### **b. Have understand very word**

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students

practice in selective ignoring of heard information/something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

c. Cannot understand fast, naturally native speaker

The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d. Need to hear thing.

More than once In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening.

e. Find it difficult to keep up

The students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

f. Get tired

Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate: The solution of this problem is similar with the third problem.

Similar to Ur (1996: 111), Rost (1994: 119) has identified the listener's problems as follows: acuity of hearing, discrimination and auditory perception, attention and concentration, comprehension including four aspects, namely: factual or literal comprehension, interpretation, critical listening, and evolution listening.

a. Acuity of hearing

Some pupils have physical problems which prevent them from participating full or owing to environmental problem ( such as noise), are not hearing what is said.

b. Discrimination and auditory perception

Some pupils have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words or utterance they have just heard).

c. Attention and concentration

Many pupils have difficulties following instructions owing to apparent in attention and concentration. Such pupils may not be adapting well to the numerous distraction in a typical classroom.

d. Comprehension

Numerous pupils have difficulties with different aspects of listening comprehension. Some have trouble with factual or literal comprehension (identifying what was said or what facts were stated); others have trouble with interpretation (such as categorizing new information or seeing cause-effect relationship between facts); other have trouble with critical listening (applying what they have heard and problem-solving). Still others have problems with evaluational listening (appreciating or commenting critically on what they have heard).

Based on the explanation above, the teacher should be pay attention in listening class. The teacher should be know the students' need and choice the topic suitable with the capacity of students. The topic must be interest, so the students not bored in listening class and can more concentration with the sounds. The teacher should be provide the material and clear pronouncation based on the students' ability, so that the students not any problem in listening activity.

### **3. Difficulties in Listening Skill**

Listening is feel difficult for many students. Because listening include many process. Students should be understand about the sounds' word and give interpreting the meaning from what they hear.

According to many experts (Dunkel, 1991; Richards, 1983; and Ur, 1984), there are eight factors making listening difficult as follows:

- a. Clustering, in written language we are conditioned to attend the sentence as the basic unit of organization. In spoken language, due to the memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller group of word.
- b. Redundancy, spoken language unlike written language, has a good deal of redundancy. The next time we are in conversation, notice the rephrasing, repetitions, elaborations, and little insertion of “I mean” and “You know”, here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.
- c. Reduced form, while spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. The reduction can be phonological, morphological, syntactic, and pragmatic. These reductions pose significant difficulties especially to classroom learners.
- d. Performance variables, in spoken language, except for plan discourse, hesitations, false starts, pauses, and correction are common. Learners have to train themselves to listen for meaning in the midst of all these distracting performance variables.
- e. Colloquial language, learners who have been exposed to standard written English and/or ‘textbook’ language sometimes find it surprising and difficult to deal with colloquial language. Idioms,

slang, reduced forms, shared cultural knowledge, are all manifested at some point of conversation.

- f. Rate of delivery, virtually every language learner initially thinks that native speakers speak too fast. Actually as Richards (1983) points out, the number of length pauses used by a speaker is more crucial to comprehension than sheer speed.
- g. Stress, rhythm, and intonation, the prosodic features of the English language are very important for comprehension. As a stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points.
- h. Interaction, unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension.

Based on some theories definition of listening, it can be concluded that listening skill is an active, purposeful processing of making sense what we hear. When listening, the hearer has willingness and competence to understand what is said. Specifically, students need to know the listening competence they most frequently encounter in their academic studies in order to successfully complete their assignments. To improve student's listening skill, the students are capable to discriminate sounds, identify main idea and listen for detail information both text and sentence.



#### 4. Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006: 4). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

According Ur (1984: 22) some characteristic of the kind of listening exercise that will give maximally effective and relevant practice in the classroom.

a. Producing suitable discours

Listening comprehension exercises as such are usually based on text prepared in advanced and read aloud by the teacher or on tape. The material must be suitable level.

b. Using recordings

Recordings should be used for definite specific purposes : to make available types of discours, accent or listening situations that are difficult to present live, to make student concentrate or aural perception of the foreign sounds, intonation or stress patterns, or for testing.

Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the

speakers. As mentioned by Paulston in Hasyuni (2008: 4), listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

According to A. Anderson a recent survey of the preferences for particular published listening materials among EFL teachers working in Britain, Europe, and Japan (2006) suggests that the following are among the reasons for teachers' satisfaction with particular listening materials:

- a. Good for starting discussions
- b. Can be used for self-access learning
- c. Can be used for self-access learning
- d. Contains a variety of tasks
- e. Entertaining and amusing
- f. Easy to use
- g. Practices guessing from context
- h. Uses authentic material
- i. Integrates different skills

The selection of listening activities (making a list of the participants or giving their description) is affected not only by the level of the material itself, but by the language level of learners as well. Haines (1995: 64) considers the following to be the advantages of authentic materials:

- a. Authentic texts have a communicative purpose unrelated to the language teaching itself.
- b. Most texts are aimed at particular target listeners, who may be expected to react to the text in some way.
- c. Authenticity itself is attractive to learners.
- d. Authentic texts help students to develop listening strategies.
- e. Heard English Language is real, and not the one devised by the course book author or artistically performed by professional actors. This fact builds up the interest in students to tackle apparently “impossible” real life situations.
- f. As the speech is the perfect example of real spoken language there are many forms and ways of working on it: Paying attention to the accent, working out the pitch of the voice, activities based on commonly used and useful phrases or expressions.

In concluding, the teachers are better to know the students’ interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of songs also can motivate the students to attend lesson and pay attention in class, because songs can be used for a wide variety of learning and teaching activity.

## **5. A Good Listener**

The students can be said that they are good in listening if they are active in learning listening process. The characteristics of active listeners Geccio and Geccio in Jones (2009:52) as below:

- a. Make eye contact
- b. Give full attention, both mentally and physically ( make a conscious effort to screen or filter distractions: listen from the heart)
- c. Reduce barriers
- d. Avoid interruptions
- e. Respond to the content and emotional (feeling) component of the message.
- f. Listen for ideas or themes
- g. Convey evidence of listening (e.g. paraphrasing, restating what is said, or playing back the message)
- h. Respond to the content and emotional aspect of the client's verbal and nonverbal message.

In other hand, Willis in Saricoban (1999:1) says that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- a. Predicting what people are going to talk about
- b. Guessing at unknown words or phrases without panic
- c. Using one's own knowledge of the subject to help one understand
- d. Identifying relevant points; rejecting irrelevant information
- e. Retaining relevant points (note-taking, summarizing)
- f. Recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc
- g. Understanding different intonation patterns and uses of stress

h. Understanding inferred information.

According to Woodward in Khasanah (2011:42) when listening, one has to be able to:

- a. Recognize sounds, words and phrases.
- b. Get the general idea, remember salient points and predict what's coming next.
- c. Understand the discourse type or genre you are listening to.
- d. Get used to listening to difficult type of people for differing lengths of time.
- e. Screen out what you are not interested in and focus on what you are interested in.
- f. Deal with accents and dialect.
- g. Interpret a message against a background of expectations and respond accordingly.

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

## **B. Dictogloss Technique**

This section the dictogloss technique that will explain in sub chapter contain with the definition of dictogloss, the advantages of dictogloss technique, variations of dictogloss technique and teaching listening using dictogloss technique, as follows.

### **1. Definition of Dictogloss**

Dictogloss from the English language, and composed of words, namely dictation or dictate and gloss, which means interpretation. This technique is a combination of two techniques, dictation and interpretation.

Wajnryb in Vasiljevic (2010:41) say “Dictogloss is a classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text”. Dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. And learners listen to a passage, note down a key word or phrase and then encourage comparison.

Wajnryb in Cardona et. al (2013:23) who argues that dictogloss is a relatively recent procedure in language teaching, and different from dictation. The author emphasizes on making the differentiation because in dictogloss learners are exposed to listen to a short text read to them at normal speed, and reconstruct it, first individually, then in small groups, until it has the same meaning as the original text. In contrast to dictation

where learners only write down what is read by the teacher or an audio source verbatim. Several definitions have reported that the use of dictogloss involves students' attention to all four language skills (i.e. listening, speaking, reading and writing), and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills, and alternative assessment techniques Jacob in Cardona et. al (2013:23).

Wajnryb in Vasiljevic (2010:14) argues that dictogloss stimulates the learners' motivation. Rather than having the teacher select specific grammatical features and have the students practice them, the students identify their grammar problems and the teacher teaches in response to their needs.

The teacher plays a recorded text to which the students listen and complete an activity such as tracing a route on a map. The teacher pauses at certain key points, and the students are able to discuss the task. The students can also request that the teacher stop the tape at any point so they can discuss the task. The teacher only provides information on demand from the students. A number of problem points are built into the task which are designed to increase the processing demands on the learners and to encourage students to interact.

## **2. The Advantages of Dictogloss Technique**

Wajnryb in Vasiljevic (2010:14) argues that this method gives students a more precise understanding of English grammar than do

other approaches and consequently leads to higher accuracy in language use. Compared to other more traditional approaches to teaching grammar the value of dictogloss is in its interactive approach to language learning. Text reconstruction promotes both the negotiation of meaning and the negotiation of form. It is a co-operative endeavour which forces learners to stay actively engaged in the learning process. "Through active learner involvement students come to confront their own strengths and weaknesses in English language use. In so doing, they find out what they do not know, then they find out what they need to know. It means that, through dictogloss students can improve their listening ability and give motivation to learn listening.

According to Thornton in Vasiljevic (2010:46) Dictogloss has some advantages over other models of teaching listening comprehension.

- a. The dictogloss method is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective group work. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. After the teacher provides a framework for understanding the passage by explaining the background information, cooperative groups can develop more appropriate



comparisons or examples that will assist learners with their comprehension.

- b. The dictogloss procedure facilitates the development of the learners' communicative competence. Furthermore, unlike in a typical discussion class where students are presented with a list of topics or discussion questions and communication activities often have a simple question-and-answer format, in a dictogloss class, students' interaction is much more natural. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language and to become engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used. Point out, people learn languages best not by treating them as an object of study, but by experiencing them as a medium of communication.
- c. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. Noticing is known to be one of the crucial elements of the language learning process.

Dictogloss technique make the students focus on listening. Through dictogloss technique the student can improve their ability in

listening. Stages in dictogloss technique make the students interactive and communicative in listening class. So, the student more understand about the matter of listening.

### **3. Variations of Dictogloss**

There are eight variations on Dictogloss that could be used in teaching and learning English as a foreign language. No doubt, others exist or await creation Jacobs and Small in Cardona et. al (2013:28). These variations are: Dictogloss negotiation, student-controlled dictation, student-student dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion, and picture dictation, which will be explained below.

#### **a. Dictogloss negotiation:**

Students can discuss each section of the text that has been read by the teacher instead of discussing it at the end of the whole reading. This section is developed as follows: Firstly, students sit with a partner face to face while the teacher reads the text to facilitate understanding. Secondly, the facilitator reads the text again and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Thirdly, one student is chosen to write the reconstruction of each section of the text; and finally, the whole group can compare their reconstructions with the original reading.

b. Student-controlled dictation:

Learners have the control of the dictation. It means that they can ask the teacher when he/she should stop and go back to the reading. Students can ask for repetition as many times as they consider necessary. Moreover, pupils can bring to the class their own texts or nominate topics they desire to read.

c. Student-student dictation:

This Dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members. These ideas are presented by Jacobs and Small to explain that learners are more involved in their own learning process during all lessons because they have to read the texts to their partners instead of the teacher, taking turns to control the activity

d. Dictogloss summaries:

Learners are focused only on the key ideas of the original text without writing them down. This activity of attention is used to summarize the whole reading working with a partner. Summaries as a dictogloss variation is clue because while students are working together, the teacher can provide them visual clues about the activity such as pictures, mind maps, among others; in order to facilitate understanding for the reconstruction stage.

e. Scrambled Sentence Dictogloss:

It is a popular technique for teaching a number of language skills, because it requires concentration, logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, teacher first jumbles the text before reading. Secondly, the students have to organize it in a logical sequence, after that facilitator checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

f. Elaboration Dictogloss:

Learners go beyond of what they listen to not only recreate a text, but also to improve it. In Elaboration Dictogloss, when students finish taking notes about the reading exposed by the teacher, they reconstruct it including elaborations, which could be based on what they know about the topic, researched or invented.

g. Dictogloss opinion:

After students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the reconstruction. If a student commentary is inserted throughout the text, it promotes a sort of dialogue with the original authors of the reading.

h. Picture dictation:

After some explanations about relevant content and concepts of the drawings' descriptions, students listen to some information about a

picture to build their own illustration based on what they heard, and compare drawings not only with their partners, but also with the original version. It is important to clarify that students have the opportunity to reconstruct firstly, the description text read by the teacher to finally do a drawing.

The variations that were chosen in order to conduct this study were: Dictogloss summaries, picture dictation, scrambled sentence dictation and dictogloss negotiation. These variations were selected because of the participants' low level of English proficiency. It is important to highlight that some variations were modified for the purpose of this study.

#### **4. Teaching Listening Using Dictogloss Technique**

Teaching Listening need more attention because listening is much more than just a matter of hearing. We have to pay attention to the sound and give interpretations and meaning to what we hear. Teachers need to think carefully about making the activities successful and the content interesting. Teacher should know what technique and strategies in teaching listening that uses to make student understand. On the other hand, the teacher should realize about student's condition, the teachers should understand about the student's need. One technique which can improve student listening skill is dictogloss technique. in Wajnryb in Vasiljevic (2010:41) say "Dictogloss is a

classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text". Dictogloss make student interactive and communicative in the class.

Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening. According to Wajnryb in Vasiljevic (2010:12) there are four stages in the dictogloss approach, as follows :

- a. Preparation, the teachers prepare students for the text they will be hearing by discussing vocabulary. The teacher give students the target of vocabulary and ask the students to discussing the meaning of the target of vocabulary. The teacher give explanation about the procedure using dictogloss technique.
- b. Dictation, learners hear the dictation twice. First, they listen only and get a general feeling for the text. Second, they take down notes, being encouraged to listen for content words which will assist them in reconstructing the text. For the reasons of consistency, it is preferable that students listen a cassette recording rather than teacher-read text.
- c. Reconstruction, at the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language

d. Analysis and correction, there are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

In addition to the four stages of Dictogloss, Wajnryb in Cardona et.al (2013:27) suggests the appropriate time length that teachers must use when teaching through this method. For instance, the author proposes 20 minutes for preparation stage, 5 minutes for dictation, 30 minutes for reconstruction, and 30 to 45 minutes for the analysis and correction stage.

### **C. Previous Studies.**

In this study, the researcher reviews two studies made by other researchers as comparison. The first review related to this research entitled “Improving Listening Skill Through Storytelling” by Uswatun Khasanah in 2011. And, The second related research “Watching English movies to improve Students’ listening skill” by Eka Koncara in 2009.

This research is related with those two researches in analyzing learners’ listening and the differences are the subjects and objects of research. The first research by Uswatun Khasanah. Listening is a creative skill. In order to comprehend to sounds falling on out ears, we take the raw material of

words, arrangement of words, and the rise and fall of the voice, and from this material we create significant. The result of this research is the  $H_a$  is accepted and  $H_o$  is rejected. It means that, this technique can improve students' listening ability.

The second research by Eka Koncara. Listening is an active process by which students receive, construct meaning from, and respond the spoken and or nonverbal messages. The researcher can create fun learning through this technique. The researcher create the interesting teaching technique. Through this technique students more enjoy and more concentration in comprehend the sound. The finding of this research is the students' score in post test is better than students' score in pre test. It means that, through this technique students can develop their listening skill.

Based on the previous study above, the researcher try the new way about using dictogloss technique to improve students' listening ability. This research, use quantitative approach with pre-experimental design in the form of one-group pre-test and post-test. The researcher conduct this technique to know dictogloss technique to teach listening is effective in the classroom.