

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of some theories about nature of listening, teaching listening comprehension, listening process, the importance of teaching listening, the definition of dictogloss, the steps in using dictogloss, the kinds of dictogloss, the advantages and disadvantages of using dictogloss, and previous study.

A. Listening

1. The definition of listening

Listening is one of the four English skills that require the listener's ability to hear, understand, and interpret the information sent by the speaker (Dewi, 2013: 6). Listening can occur at a number of points in a teaching sequence. Sometimes it may be the first stage of a "listening and acting out" sequence where students role-play the situation they have heard on the tape. Sometimes also live listening may be a prelude to a piece of writing which is the main focus of a lesson (Harmer, 2007: 232).

According to Flora (2006: 45) that listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present

in most of the activities we carry out throughout our lives, as Lindsay and Knight Shows: We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

In addition, listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead (Flora, 5).

According to Brown (2006: 4), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening. Furthermore, the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not product (Brown, 2001: 247).

Listening is a complex process due to its double psychological and social nature: Listening is a psychological phenomenon, which takes

place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Buenos, Madrid and McLaren, 2006: 282).

Listening is not a one- way street. It means that listening is not merely the process of a unidirectional receiving of audible symbols stated by Brown (2000: 247). According to this statement, listening process can not directly comprehend by the students in a short time. The students have to practice everything related to listening material such as song, monologue, video, film, etc due to their sensory accustomed to hear it.

2. Teaching Listening Comprehension

Teaching listening is the first skill that being taught on the students' classroom activity. If the students know why they are listening, they are more focused. Think back to the statement that the human mind is limited in its ability to process information. Teachers can help students understand what they are hearing if we activate their prior knowledge, teach them (or remind them of) the words that are useful for the

listening task, and tell them the purpose of their listening (Brown, 2006: 6).

In other hand, there are varieties of teaching listening states by Penny also such as real- life listening, listening to English as a foreign language, listening for perception and listening for comprehension. First, real- life listening include many kinds of listening activities in every place that support the listener able to practice their listening. For example, in daily activities the listener listens to the interview on the radio, or listening to the music especially in English. Second, listening to English as a foreign language means that as Indonesian people, we didn't use English as the second language after Bahasa Indonesia. In fact, we study about English as the language come from other nation, not as a part of our first language. If we use English in daily activity like we use Bahasa Indonesia it means that English had become our second language, but it is not happen until now days.

Third, listening for perception just focus on the aural perception. In this listening, the learner gives to practice in identifying correctly different sounds, sound- combinations and intonations. The last is listening for comprehension. Here, the learner studied about how to comprehend the listening material detailed. The teacher ask the learner to listen and making the direct response, listening to a familiar text, listening aided by visuals or pictures or diagrams, listening to the friends' story or film, and picture dictation. As the teacher in class, he or

she has to find out the weakness and kindness of each listening types to be success in their listening objective.

Therefore, listening comprehension is an interactive process. The first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain (Brown, 2000: 249).

There are eight processes (adapted from Clark 1997 & Richards: 1983) are involved in comprehension. They are:

1. The hearer processes what we will call “raw speech” and hold an image or it in short- term memory.
2. The hearer determines the type of speech event being processed and then appropriately “colors” the interpretation of the perceived message.
3. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and the content.
4. The hearer recalls background information relevant to the particular context and subject matter.
5. The hearer assigns a literal meaning to the utterances.
6. The hearer assigns an intended meaning to the utterances.
7. The hearer determines whether information should be retained in short- term or long term memory.

8. The hearer deletes the form in which the message was originally received (Brown, 2000: 249- 250).

Scott Stevens and Deborah Detzel explain that listening for comprehension include by: Aural activities, listen to a familiar text, listening aided by visuals (pictures, objects in the room, diagrams, maps), informal teacher talk, read/write activities (listen while reading), “Entertainment” - songs, stories, film and TV, Oral/read/write activities (Jazz Chants, make your own cloze), etc.

Listening comprehension is the process of relating language to concepts in one’s memory and to references in the real world. Comprehension is the sense of understanding what the language used refers to in one’s experience or in the outside world. Complete comprehension then refers to the listener having a clear concept in memory for every referent used by the speaker. The most fundamental aspect of comprehension is the integration of the information conveyed by the text with information and concepts already known by the listener (Weir, 2002: 59–61)

According to Buck (2001: 3) that listening comprehension is a top-down process in the sense that the various types of knowledge involved in understanding language are not applied in any fixed order – they can be used in any order, or even simultaneously, and they are all capable of interacting and influencing each other. Here, meaning is not

something in the text that the listener has to extract, but is constructed by the listener in an active process of inference and hypothesis building.

3. Listening process

Listening process involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead (Flora, pg. 5).

a. *Top-down strategies* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

b. *Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- Listening for specific details
- Recognizing cognates

- Recognizing word-order patterns (Flora, pg. 14- 15).

In the next method is *interactive*. In a communicative, interactive context means that the listener don't need to dwell too heavily on the bottom up processing, but they stresses on the process of speech (Brown, 2000: 260). It means that, according to this method, while the process of listening invite students to listen and tell what they have listened by speech in front of the class. Interactive techniques are commonly used, regardless the field of studies. Interactive methods also develop the students' creativity in the form of discussion, group work, simulations, role plays, case studies (Zilgalve, 2012: 14). In short, Interactive learning in the classroom help students prepare more successfully for the outside world than those who do not. Engaged learners who actively participate in their own education are more apt to remember more from a lesson and then transfer newly acquired skills to different situations.

According to Richard (2008: 4- 5) there are two kinds of listening process while teaching in the classroom such as:

a Bottom-up processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis

for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences. Clark and Clark (1977: 49) summarize this view of listening in the following way:

1. [Listeners] take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

b Top- down processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual

knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them. For example, consider how we might respond to the following utterance: “I heard on the news there was a big earthquake in China last night.”

In other hand, Maria (2012: 15- 16) explains that when teachers are teaching listening, apart from the purpose, it is very important to follow these patterns:

- 1) *Pre-listening* would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.
- 2) The following stage is *listening*, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers.
- 3) The last stage is *post-listening*, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

Based on the explanation from Nunan (2001: 23), there are six stages of listening process including; *hearing, attending, understanding, remembering, evaluating and responding*. The first one is *Hearing* and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. Second is *Attention*. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is *Understanding*, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual

information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step; *Remembering*, is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

In the penultimate stage, *Evaluating*, here the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases. Finally, *Responding*, is a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension.

4. The importance of teaching listening

The importance of listening in language learning can hardly be overestimated. Through in classrooms, students always do more listening than speaking. Listening competence is universally larger than speaking competence (Brown: 2000, 247). According to Nunan (2003:24) that listening is an active, purposeful process of making sense of what we hear. It means that listening is the very first language skill before people are able to speak, read, and write. In line with this, Vasiljevic, (2010:41) speaks that more than 45% of communicating time is spent for listening, which clearly shows how important this skill in overall language ability.

A. Dictogloss

1. The definition of dictogloss

Dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. Because it is a cooperative activity, it is challenging without being threatening and it gives learners a chance to discuss language and to learn from each other (Smith (2012: 71). In the classroom, dictogloss is often regarded as a multiple skills and systems activity. Learners practise listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task. Dictogloss is a classroom dictation activity where students are required to reconstruct a

short text by listening and noting down key words, which are then used as a base for reconstruction. It works with many short texts/ passages.

2. The steps in using dictogloss

Based on summaries journal of Karen M. Smith (2012: 71), the steps followed in dictogloss tasks are described as:

1. Preparation

a) Discussion

In this stage, the teacher guides the students to discuss about the certain topic. The teacher asks some of questions to the students dealing with the text that will be studying. The time allocation for this stage is 5 minutes.

b) Vocabulary presentation

The teacher present some of vocabularies related to the text which will be taught. Then, the students write down and spell the vocabularies, next find out the meaning of the vocabulary. The students have 10 minutes to do this stage.

c) Memorizing vocabulary

After the students look for the meaning of each vocabulary, the teacher asks students to memorize the vocabularies. It is purposed to the students' understandable on the vocabularies. The teacher gives time allocation for 5 minute.

2. Dictation

Teacher will read the text twice at natural speed. Students will take notes about the word, phrase, or sentence that belongs to important information from the text while dictation process. It is purposed to make clear and easy for the students in reconstructing the text. The students allow writing down the words in a piece of paper or on their English note book. The teacher gives 15 minutes for time allocation in this stage.

3. Reconstruction

In this stage, the students reconstruct the text on the basis of dictation. This is the most collaborative stage in which students work together to reconstruct the text with correct grammar and content, showing their information and discussing the best options. Students will be arranged in small groups (5-6 students each group). They will show their notes and reconstruct their own version of the passage. During this step, teacher will not provide them with any information. So, each group have own version taken from the original text based on their members' knowledge. The time allocation for this stage is 15 minutes.

4. *Analysis and correction*

a) Analysis

In this stage, each group represented by a student to comes forward in front of the class to analyze their work. The teacher shows up the original text on the white board. Each group read aloud their work by sentences and other students analyze where the incorrect word is. The time allocation for this stage is 5 minutes.

b) Correction

Continue the previous stage, after the students recognize the incorrect word on their work, the teacher give the correct one to evaluate students work. The students will compare their own version with the original one to be informed about their mistakes and be able to correct them. Then, the teacher invites students to spell and memorizing the meaning of those correct words. The students have 5 minutes to do this stage.

3. **The kinds of dictogloss**

The following types of dictogloss are based on theories exposed by Sarieva (2004) they are:

a. Variation A: Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text that has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level.

- 1) Students sit with a partner, desks face-to-face rather than side-by-side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss but do not write what they think they heard. As with standard Dictogloss, the students' reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.
- 2) One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.
- 3) Students compare their reconstruction with the original as in Step 5 of the standard procedure. So, in this variation they will work in pair to reconstruct the text that they have heard. Then, it will compare with the original text.

b. Variation B: Student -Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-

forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

- 1) After reading the text once at normal speed with students listening but not taking notes, the teacher reads the text again at natural speed and continues reading until the end if no student says “stop” even if it is clear that students are having difficulty. Students are responsible for saying “stop, please” when they cannot keep up and “please go back to (the last word or phrase they have written).” If students seem reluctant to exercise their power to stop us, we start reading very fast. We encourage students to be persistent; they can “rewind” the teacher as many times as necessary. The class might want to have a rule that each student can only say “please stop” one time. Without this rule, the same few students – almost invariably the highest level students - may completely control the pace.
- 2) The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once, anyone can again control one time, until all have taken a turn. Once the class comprehends that everyone can and should control the teacher if they need help, this rule need not be followed absolutely.
- 3) Partner conferencing (Step 4 in standard dictogloss) can be done for this variation as well. Student-Controlled Dictation can be a

fun variation, because students enjoy explicitly controlling the teacher.

- 4) Another way of increasing student control of dictation is to ask them to bring in texts to use for dictation or to nominate topics. The main point on this variation is the rule. The students can control the teacher whether to stop, pause, and then continue. Teacher is the only source of sound here. And the task of the students is reconstructing not photocopy or write down all the text.

c. Variation C: Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

- 1) A text - probably a longer than usual one - is divided into four or five sections. Each student is given a different section. Thus, with a class of 32 students and a text divided into four sections, eight students would have the first section, eight the second, etc. Students each read the section they have been given and try to

understand it. If the text is challenging, students with the same section can initially meet in groups of three or four to read and discuss the meaning.

- 2) In their original groups, students take turns reading their section of the text as the teacher would for standard dictation while their group mates take notes.
- 3) Students work with their partners to reconstruct the text, with the students taking the role of silent observer when the section they read is being reconstructed.
- 4) For the analysis, Step 5 of the standard procedure, each student plays the role of the teacher when the section they read is being discussed. Every group member eventually plays the role of teacher.

Student-Student Dictation can also be done by students bringing in their own texts rather than using a text supplied by the teacher. So, the teacher should make sure that the students really understand with the rule of dictogloss. Then, this activity will run well.

d. Variation D: Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

- 1) Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.
- 2) Students work with a partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues (sketch, flow chart, photo, mind map) that represent some elements of the story. This aids comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

So, the students should build the same length in reconstruct the text from the original text. Although, it doesn't use the original text, but use such kind of clues then it will summarize.

e. Variation E: Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

- 1) The teacher jumbles the sentences of the text before reading it to students.

- 2) When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order.
- 3) When analyzing students' reconstructions, the class may decide that there is more than one possible correct order. This fits with the overall spirit of dictogloss, i.e., that there is no one correct way to achieve a communicative purpose, although there are certain conventions that should be understood and considered.

This variation is quite difficult for the student. They will hear a jumble text. So, their task is reconstructing a jumble text into a logical order. Then, there will be variation answer too. It will develop based on their opinion. So, there will be more than one possible correct order.

f. Variation F: Elaboration Dictogloss (Airey, 2002)

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it.

- 1) This dictogloss method may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.
- 2) After taking notes on the text read by the teacher, as in Step 3 of the standard procedure, students reconstruct the text. Then, they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations. For instance, part of the text read by the

teacher might be: *Today, many students use bicycles.* Students could simply elaborate by adding a word or two: *Today, many Japanese college students use bicycles.* Or, a sentence or two could be added: *Today, many students use bicycles. This reduces air pollution and helps students stay fit. However, bicycle riding in a crowded city can be dangerous.* Before doing this activity the teacher might give such kind of background knowledge to the students or builds up their schemata. It will help the students to elaborate the text that will be heard by them. After hearing the text they can reconstruct the text then elaborate it. The text can elaborate by adding the adverb and adjective.

4. The advantages of using dictogloss

In selecting this strategy to be a single strategy in this research, there is kindness and weakness also inside this strategy. The advantages of this strategy according to British council website that:

- a. Helps learners to write a cohesive text.
- b. Explores their knowledge of grammar, vocabulary, spelling and punctuation.
- c. Integrates skills.
- d. Raises awareness of language – learners notice language.

- e. Encourages learner autonomy – error correction, proof reading & editing skills.
- f. Integrates testing and teaching of language.
- g. Presents grammar in context.
- h. Helps learners who require support with writing tasks.
- i. It has the experiential factor – learners learn best by actively participating in tasks designed to use specific language.

In other hand, on the basis of journal for PELT, the benefits of using dictogloss are introduce key words and target lexical items at first, improve students' take note skill, help students to focus on meaning when listening to spoken text, develop listening skill and to provide relevant listening practice, develop proof reading and editing skills, provide a real opportunity for cooperative learning, assist weaker learners and learners who require useful support with reading and writing activities.

On the contrary, the disadvantages of using dictogloss strategy are the learners may be reluctant to discuss/correct the text with other groups; learners unfamiliar with the teaching approach may want to write down every word dictated.

B. Previous Study

Based on the previous study (Nora, 2015) the conclusion of her study showed that different average of students' score before they were taught

using dictogloss technique (50, 90) and after they were taught using dictogloss (83, 86). And the calculation using t- test showed that the t-count (16, 61) was greater than t-table (2, 08) with significant level 5% and degree of freedom of 21. It was conclude that the dictogloss technique is an effective way in teaching listening to junior high school, especially for eighth grade of students at MTs Al- Huda Bandung Tulungagung.

Another previous study on the use of dictogloss in improving students' language skills, to some extent, indicated that dictogloss method had possitive effect on improving students' language skills. Harwood's study (2004) found that dictogloss is a useful teaching tool suitable for learners at all level. Kurniasari (2009) examined the effect of dictogloss to improve the students' writing method. The result of the study shows that dictogloss method is a possible way to improve the writing skill of fourth grade students. However, this study is conducted to find the effectiveness of using dictogloss method develop students' listening skill using dictogloss method which later might leads to higher accuracy of understanding.

According to researcher above, it has some similarities and differences with the writer's research. The similarities are it use pre- experimental research design, using dictogloss strategy, and focus on listening skill. The differences are; first the data subject of the study. The previous study took the data from students of eighth grade, while the writer took the data from eleventh grade. In addition, the genre of text is different. Nora used narrative

text as the genre, but the writer used biography text as the genre of this research. The last, about the place of the study is different also. The previous study took a place in MTs Al- Huda Bandung, whereas the writer took a place in MAN 1 Tulungagung.