

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the writer presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists about general concept of listening, listening comprehension, dictogloss technique and previous study.

A. General concept of listening

In this sub-chapter the writer presents about the definition of listening, process of listening, type of listening, importance of listening and difficulties in listening.

1. Definition of listening

Listening is important language skill. Listening skill is ability recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding (Harmer (2007: 135).

Underwood (1989:1) defines listening as the activity of paying attention and trying to grasp the meaning of something we hear. Listening is different with hearing. Hearing is essentially an automatic process, a passive activity. But, listening is an active activity where students receive, construct meaning from, and respond to spoken or nonverbal messages.

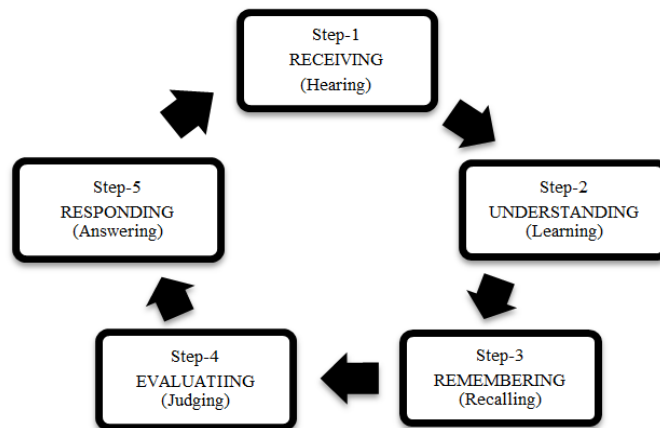
Morley (1991:2) states that listening is the most common communicative activity in daily life; we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. In addition, Feyten (as cited in Vasiljevic, 2010:41) states that more than 45% of communication time is spent to listen, which clearly shows how important this skill is in overall language ability.

From explanation above the writer concludes that listening is the ability to identify and understand what others are saying. Listening has the largest portion in communication rather than the other skills. A listener must listen to something before he or she starts to speak, and this activity involves understanding the speaker's accent or pronunciation, his grammar and vocabulary and then grasping his meaning

2. Process of listening

Tyagi (2013:1) explains the process of listening divide into five stages. There are hearing, understanding, remembering, evaluating, and responding that can be seen in figure 3.1 as follows:

Figure 2.1 Five stages of listening process



a. *Receiving (Hearing)*

It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you don't need to listen to hear (perception necessary for listening depends on attention). The brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

b. *Understanding (Learning)*

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like a blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are 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.

c. *Remembering (Recalling)*

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

d. *Evaluating (Judging)*

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

e. *Responding (Answering)*

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

3. Type of listening

According to Rost (2002:137) there are three types of listening as follows:

- a. ***Intensive listening*** refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar, and the ability to make inferences from context.
- b. ***Selective listening***, selective listening tasks encourage learners to approach genuine spoken texts by adopting a strategy of focusing on specific information rather than trying to understand and recall everything. Reconstruction of the spoken material based on selective listening tasks can help students link selective to global listening.
- c. ***Interactive listening*** refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development.

In addition, Brown (2004: 65) mentions four types of listening there are:

- a. ***Intensive listening*** is listening for perception the components (Phonemes, Word, Intonation, Discourse markers, etc.) of a large stretch of language.
- b. ***Responsive listening*** means listening to a relatively short stretch of language (a greeting, command, comprehension check, etc.) in order to make an equally short response.
- c. ***Selective listening*** means processing stretches of discourse such as short monologues. The purpose is to comprehend information in a context of longer stretch of spoken language such as classroom direction from teacher, television, radio, news, or stories.
- d. ***Extensive listening*** means listening to develop a global understanding of spoken language. Listening for gist, for the main idea, and making inferences are all part of extensive listening.

4. Importance of listening

According to Tyagi (2013:5) good listening skills make workers more productive. The ability to listen carefully will allow a person to:

- a. Understand assignments in better way and find and what is expected from him.
- b. Build rapport with co-workers, bosses, and clients;
- c. Show support;
- d. Work better in a team-based environment;

- e. Resolve problems with customers, co-workers, and bosses;
- f. Answer questions
- g. Find underlying meanings in what others say

5. Difficulties in listening

Listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within outside the workplace (Tyagi, 2013:6). These barriers were categorized as follows;

a. Physiological Barriers:

Some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory.

b. Physical Barriers:

These referred to distraction in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room. It can interfere the listening process. They could also be in the form of information overload. For example, if you are in meeting with your manager and the phone rings and your mobile beeps at the same time to let u know that you have the message. It is very hard to listen carefully to what is being said.

c. Attitudinal Barriers:

Pre occupation with personal or work related problems can make it difficult to focus one's attention completely on what speaker is

saying, even what is being said is of very importance. Another common attitudinal barrier is egocentrism, or the belief that the person has more knowledgeable than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this kind of close minded attitude are very poor listeners.

d. Wrong Assumptions:

The success of communication depend on the both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listener have no role to play. Such an assumption can be big barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful. The process should be made successful by paying attention seeking clarifications and giving feedback.

e. Cultural Barriers:

Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture. For example, in a country like India where there is enormous cultural diversity, accents may differ even between regions states.

f. Gender Barriers:

Communication research has shown that gender can be barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content.

g. Lack of Training:

Listening is not an inborn skill. People are not born good listeners. It is developed through practice and training. Lack of training in listening skills is an important barrier.

h. Bad Listening Habits:

Most people are very average listeners who have developed poor listening habits that are hard to say and that act as barriers to listening. For example, some people have the habits of "faking" attention, or trying to look like a listeners, in order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, miss out the main point.

B. Listening Comprehension

In this sub-chapter the writer presents about the definition of listening comprehension and strategies of listening comprehension.

1. Definition of listening comprehension

Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension processes in

second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. (Richards and Schmidt, 2010:190).

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. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (Celse and Murcia, 2001: 76)

Chamot as quoted by Asmawati (2013:22) defined the listening comprehension as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.

Listening is the first skill that is learnt since we were born. Listening is an active purposeful processing of making sense what we hear, listening is different from hearing (Helgenson, 2006:24). Listening and speaking are oral skill while reading and writing are written skill. Moreover, listening skill and reading are receptive skill because focuses on receiving information from the outside source

Based on the explanation above, the writer concludes that listening comprehension is understanding deep information about what we get (listen). Listening is basic skill in any language learning that being

important to be learn. Listening comprehension is related with the students' ability in comprehending the listening material (text) which showed by their score in listening test.

2. Strategies of listening comprehension

Listening strategies are *techniques or activities* that contribute directly to the comprehension and recall of listening input (Tyagi, 2013:3). Listening strategies can be classified by how the listener processes the input.

a. *Top-down strategies*

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 and summarizing

b. *Bottom-up strategies*

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 and recognizing word-order patterns

C. Dictogloss technique

In the sub-chapter the writer presents about definition of dictogloss technique, the general procedure of dictogloss technique, variations of dictogloss technique, and advantages of dictogloss technique.

1. Definition of dictogloss technique

For many people dictogloss technique is not familiar enough. Dictogloss it was originally introduced by Ruth Wajnryb through her book "*Grammar Dictation*" as an alternative method of teaching grammar. Dictogloss can be defined as two words, "*dicto*" and "*glossary*" means that a technique in teaching listening process by dictating the students and asking the students to make a sentence and rewrite the text by giving them glossary in related by the text.

Mentioned by Richards and Schmidt (2010:170) dictogloss is a technique for teaching grammatical structures in context. The teacher reads a short passage at normal speed containing specific grammatical structures. Students take notes then work in small groups and attempt to reconstruct the passage using the correct grammatical structures. In this case, Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher (Jacob and Small, 2003: 01). It means that besides to teaching grammar, dictogloss can be used to teaching combined other language skills and language components.

Dictogloss is a technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they heard (Wajnryb,1988:43). In addition, Vasiljevic (2010:41) also states that Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. Dictogloss technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom.

From explanation above it can be concluded that dictogloss is one of technique in teaching and learning process that combines all language skills and language component. Although, dictogloss designed for the first time is to help language learners improve their understanding of using grammar, but it can be used to improve other skills, especially listening comprehension.

2. The General Procedure of Dictogloss Technique

In applying dictogloss technique it has several procedures. Four stages in applying dictogloss technique according to Wajnryb (1990:7) as follow:

a. Preparation

The purpose of this stage is to make students more receptive to the listening passage. The purpose of the preparation stage is therefore twofold, as follows:

- 1) *Topical warm-up*. It is to activate their background knowledge. Give some question relevant to the topic to make students predicted what the listening maybe about, it help them develop their top-down processing skill.
- 2) *Vocabulary preparation*. The students are prepared for the subject matter and the text they will be hearing. The students are also prepared vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students related to the topic.

In addition, in this stage the teachers should introduce or explain clearly what dictogloss is and what the students are expected to do during dictogloss and by ensuring that the students are in appropriate groups.

b. Dictation

In this second stage, the students will start to listening activity. They will hear the dictation twice. The first time, they listen only and not take notes or write anything. It purposes to get a general feeling for the text. The second time the students can take notes. The students are encouraged to listen and write content words which will assist or help them in reconstructing the text.

c. Reconstructing

In this stage, after the dictation is finished, the students work in small group (3-4 students) students discuss what they heard and attempt to

produce their own version of the text . The purpose is to maintain its informational content, not to replicate the original text. They pool their notes or information they have written down at dictation stage and try to reconstruct their version of the text from their shared notes. One of students from each group acts as scribe who writes down the group's text as it emerges from group discussion. Then, other members of group check the text for grammar, textual cohesion, and logical sense. During reconstruction, the teacher's role is to monitor the activity and no language input should be provided during this stage.

d. Analysis and Correction

In the last stage, there are various ways of dealing with this stage. the students will analyze and compared various versions of text from different groups with the original text. For example, one of students from the group as representative read or writes their versions on the chalkboard. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.

3. Variations of dictogloss technique

There are many variations of dictogloss according to Jacobs (2003:9) in learning English activities, as follows:

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 has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level.

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.

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. Student-Student Dictation can also be done by students bringing in their own texts rather than using a text supplied by the teacher.

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. 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. 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.

e. Scrambled Sentence Dictogloss

Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together. The teacher jumbles the sentences of the text before reading it to students. When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order. 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.

f. Elaboration Dictogloss

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

g. Dictogloss Opinion

In 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 text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

h. Picture Dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below, is to draw. The teacher finds or writes a description of a drawing. The description

should include a great deal of detail. Relevant vocabulary and concepts can be reviewed in the discussion that occurs in Step 1 of the standard dictogloss procedure. Students listen to the description and do a drawing based on what they hear. Students compare drawings with their partners and make one composite drawing each pair. Students compare their drawing with the original. Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawing.

In order to conduct this research, the writer would use the general or standard of dictogloss and dictogloss summaries to be implemented in the classroom.

4. Advantages of dictogloss technique

Dictogloss technique that can be used in teaching language brings some advantages. There are some advantages of using dictogloss technique in teaching listening comprehension by expert. According to Vesiljevic (2010:45) dictogloss technique has several potential advantages, as follows;

- 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. (Thornton as cited by Vesiljevic, 2010:45).

- b. The dictogloss procedure facilitates the development of the learners' communicative competence. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively. (Wills & Wills as cited by Vesiljevic, 2010:46).
- 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. (Ellis as cited by Vesiljevic, 2010:46). The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps. It is through this process of cognitive comparison that new forms are incorporated, students' language competence improves and students' interlanguage is restructured.
- d. Dictogloss also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

- e. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn in small group

Another advantages of Dictogloss technique when it was applied to teach listening by Wulandari (2011:154) in research findings were:

- a. Dictogloss technique makes the class situation more fun and alive because it combines individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching.
- b. The students' communicative competence increases because the students' speaking time is significantly longer than in a traditional teacher-centered classroom.

From explanation about advantages of dictogloss above, it can be concluded the dictogloss is useful to be implemented in teaching and learning process. Dictogloss gives opportunities to students to learn in individual and group work and make the students active in leaning process so, it make them focus in the form.

D. Previous research

There are some previous research that uses dictogloss technique. First research conducted by Wulandari (2011) with the research titled "*Improving*

Students' Listening Ability Using Dictogloss (A Classroom Action Research at the Eighth Year Students of SMPN III Ngargoyoso in Academic Year 2010/2011)". This research uses classroom action research to implement Dictogloss technique in classroom. Based on the result of her research it showed that teaching listening by using spot the dictogloss technique can improve the students' listening ability.

The differences between Wulandari's research and the writer research will be in some specification, she did the research used CAR (Classroom Action Research) to know whether spot the dictogloss technique can improve the students' listening ability and to know the strengths and weaknesses of spot the dictogloss technique when it used to teach listening. The writer will do the reserach use pre-experimental research with purpose to find out the significant difference score between the students' listening comprehension before and after being taught by using dictogloss technique. Moreover, her research was conducted in eighth year students of SMPN III Ngargoyoso in academic year 2010/2011 and the writer research will conduct in eighth grades of SMPN 1 Rejotangan in academic year 2015/2016.

Second previous research conducted by Jannah (2015) with the research titled "*The Effectiveness of Using Dictogloss Technique to Improve Students' Listening Ability at the Eight Grade of Mts Al-Huda Bandung Tulungagung in Academic Year 2014/2015*". This research uses experimental research, to know a significance difference in the listening ability between students who taught by using Dictogloss technique and those are not. The result of her

study showed the mean score from pretest was 50.90 and after conducting the treatment, the students' mean score had increased which were 83.86. The result of the statistical computation using t-test relevant that the obtained to be 16.61. Then t-table for using 5% (0.05) of significant level and 21 degree of freedom is 2.08. Hence, the calculated value (16.61) was much larger than t-table (2.08). It means that, there was enough evidence to reject the null hypothesis. Then, the alternative hypothesis was accepted. It could be inferred that there was significant different before and after being taught using dictogloss technique. In short, it was verified that dictogloss technique was effective to teach listening skill particularly for the eighth grade of MTs Al-Huda Bandung Tulungagung.

The difference between Jannah's research and the writer's research was in term of subject of research. Jannah's research was conducted in eighth grades of MTs Al-Huda Bandung Tulungagung in academic year 2014/2015, while the writer research conducted in eighth grade of SMPN 1 Rejotangan in academic year 2015/2016. In addition, the research which has been done by Jannah is to measure students' listening ability, while this research is to measure students' listening comprehension achievement and only focuses in comprehending the text.