

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discuss about review of the concept of listening comprehension, the concept of narrative text, the concept of dictogloss strategy, and the previous study.

#### **A. The Concept of Listening Comprehension**

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

Listening is a basic skill to get information from others and one of the four skills that important to understand the meaning sent by speaker. According to Indriyanti et al. (2013:6) 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. The other explanation based on Nunan (2003:24) listening is an active, purposeful process of making sense of what we hear. Listening is one of four basic skills, because people speak, read and write must be listen before. Then, narrower concept of listening stated from Rost (2002:279), listening is the mental process of constructing meaning from spoken input. Listening as finding something interesting in what the speakers are saying.

People can understand information with listen and comprehend the content of speaker said. According to Heinich et al. (2002:172) listening is a psychological process. Psychological process of listening begins with someone's awareness of and attention to sounds or speech

patterns (receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (decoding). They also state (2002:173) as visual communication and learning, a message is encoded by a sender and decoded by a receiver. The quality of the encoded message is affected by the ability of the sender to express the message clearly and logically. The understandability of the decoded message is affected by the ability of the receiver to comprehend the message. It means that listening can be as a visual learning process to comprehend the message to be able to existing knowledge.

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

## **2. Strategies of Listening**

Strategies of listening are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. There are two strategies of listening. First, top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of the 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. Second, 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 (Tyagi, 2013:3).

Bottom-up and top-down skills should be practice in the classroom. Bottom-up strategy help students recognize lexical and pronunciation features to understand the text. The one is vocus on language forms at the word and sentence levels. To develop bottom-up processing, students could e asked to distinguish individual sounds, word boundaries, and stressed, identify thought groups listen for intonation patterns in utterances, identify grammatical forms and functions, recognize contractions and connected speech, and recognize linking words. Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input (Teaching Learning, 2018:14-15).

### **3. Type of Listening**

There are many types of listening from Brown (2004:65). Those are as follows:

1. Intensive listening means that listening for perception the components of a large part of language. The components such as phonemes, word, intonation, discourse markers, etc.
2. Responsive listening means listening to a relatively short part of language in order to make an other short response, such as a greeting, command, comprehension check, etc.
3. Selective means the process of understanding discourse such as short monologues. The purpose is to comprehend information in a context of longer text of spoken language such as classroom direction from teacher, television, radio, news, or stories.
4. Extensive means listening to develop a global understanding of spoken language. The parts of extensive listening are listening for gist, listening for the main idea, and listening is making inferences. Basically, listening is a very complex and interactive process, and has various kinds of element. Thus the nature of listening is very important for both students and teachers since it can apply listening activities in the classroom.

#### **4. Definition of Listening Comprehension**

Listening is the first skill before people could speak, read, and write. It is an important element in language learning even in communication (Asmawati, 2013:7). Students are not only hearing but must be listen in comprehend. Based on Rost (2016:49) comprehension is

a process of relating input to concepts that are already active in one's memory and to familiar references in the real world. He also states (2016:50) that comprehension is the experience of activating concepts, the nature of semantic processing is the sense of the input enhancing or suppressing one's current mindset. In this sense, complete comprehension of what one sees or hears is not really possible. What is possible in successful comprehension is that the listener generates a clear concept in memory for every reference used by the speaker. In addition, students will get new information when they are able to listen in comprehend.

Listening comprehension state from Rost (2002:281) is a complex activity which it is an interactive process. Listeners construct the meaning and understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

Asmawati (2013:23) say that listening comprehension is the process where the listener must be able to develop and evaluate what the speaker has been said to the listener before. It can be concluded that listening comprehension is the process of gathering information by listen in deep and the listener get the meaning of the speaker. The listener generates information that they got and they can reconstruct the information. Finally, listening comprehension is an active process in that

the listener focus on selected aspects of aural input, construct the meaning from the passages, and relate what they hear to existing knowledge.

## **5. Teaching Listening Comprehension**

Actually, there are many strategies in teaching listening comprehension. The command strategy that teachers used is conventional strategy. Conventional strategy in teaching listening comprehension is the common strategy that had been used by the English teacher. A conventional listening comprehension lesson simply adds yet another text to the learner's experience (Field, 1998 cited in Teaching English, 2016). Field argues that teacher become overly concerned with the product of listening evidence by "correct" answer. Students who have the correct answer equates to high listening proficiency while incorrect answers signal poor listening. It means that, the teacher teaches listening comprehension on testing but not helping (Teaching English, 2016:1).

The activities of conventional teaching listening are students listen to a text and answer related questions, then the answer are checked by teacher (Field, 2008 as cited in Siegel, 2015). It means that, much of what occurs in listening classes can more accurately be termed 'testing, rather than teaching (Siegel, 2015:57). Therefore, conventional listening classes offer little in relation to transferable skills and learner autonomy since teacher provide students with no model of listening, no guidance, no

method to improvement, and use traditional exercises such as multiple choices comprehension (Field, 2008, as cited in Siegel, 2015).

Students need to an appropriate strategy in learning listening comprehension. Beside that, the teacher must be attention and conduct as effective as possible strategy. The teacher also must know the general principles in teaching listening comprehension. According to Morley and Lawrence (1971, as cited in Ahmadi 2016) there are some general principles in teaching Listening Comprehension. The principles are as follows:

- a Listening comprehension lessons must have definite goals, carefully stated. These goals must be proper with the overall curriculum and both teacher and students must be clearly knows the roles.
- b Listening Comprehension lessons should be constructed with careful step by step planning. Teacher must be plans the activities and materials from the simple to the more complex one, such as: what to listen for, where to listen, when to listen, how to listen.
- c Listening Comprehension lesson structure should demand active overt student participation.
- d Listening Comprehension lessons should provide a communicative necessity which must come from the lesson for remembering to develop concentration.
- e Listening Comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the student

immediate recall in order to increase their memory spans. It means that listening is receiving which needs thinking and thinking needs memory.

f Listening Comprehension lessons should “teach”, not “test.”

## **6. Difficulties in Teaching Listening Comprehension**

Teaching listening has been a challenge for English teacher since the teacher must be found an appropriate task based on ages or level of school. Beside that, Indonesian teacher do listening class rarely since the task is difficult to implement, teachers are more explain and asks students to do the test than using strategy of listening in teaching listening comprehension. According to Asmawati (2013:28) listening is a language skill that should be mastered by the students. It is a hard skill that can't be mastered by the students easily. There are some reasons why the students are hard to master this skill. Firstly, the students do not have textbook in front of them which can they read when they didn't understand the information. Secondly, the students are difficult to catch up what the native speaker says. The accent and dialect of the native speaker sometimes make the students confuse, it make the students can't understand the information that is said by native speaker.

### **B. The Concept of Narrative Text**

The researcher will use narrative text in test and treatment. This text exists on vocational school syllabus. Narrative is the one tells a story, mainly

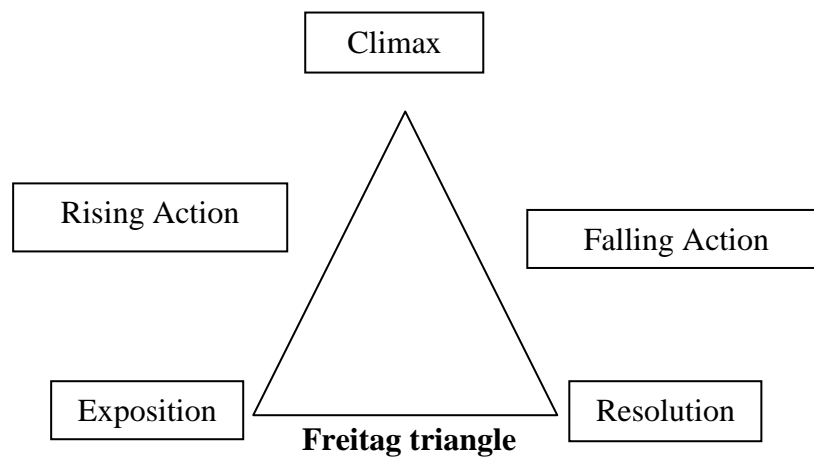
used to entertain, motivate or teach. It aims to get attention and maintain interest. Narrative has different types such as real-life drama, classic, fantasy, fairy tale, adventure, legend, science fiction, myth, mystery and fable (Astuti, 2006:90). The text is such as a short story about legend. Short story is often an ideal way of introducing students to literature in the foreign-language classroom. A teacher can choose different short stories, so that there is a greater chance of finding something to appeal to each individual's taste and interests (Collie & Slater, 2011:196).

Based on Anderson (1997:14) narrative is a story that the aim is to entertains or informs the reader or listener. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Karolina, 2006:18).

Narrative deals with problematic event lead to a crisis or turning point of some kinds in turn finds a resolution (Karolina, 2006:18). There are some characteristics of narrative texts, such as it tells about a story of events that are usually arranged in chronological order. The narrator has a mind purpose, such as some points of the narrator wishes to convey the reader. Therefore, the details are selected for purpose carefully (Anderson, 1997:14).

### **1. The Schematic Structure of Narrative Text**

According to Neo (2005:2) a narrative has a structure, a shape or a pattern. It can be seen bellow the graphic of the narrative structure:



The idea of the Freytag triangle is described as follows:

- a. The composition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problem/conflict demand something to be done about them.
- d. Felling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

Anderson (1997:8) state that the structures of narrative text are:

**a. Orientation/ exposition**

In orientation the writer introduces the main characters and some minor characters. It may also describe the place in which the action take place and when it take place.

### **b. Complication/ rising action**

After the writer introducing the characters and the setting, the clash, obstacles, problems or complications begin in the life of characters. It means that the complication is a description of the situation that the problem begin to arise and the story becomes more intens until reaches its climax. The main characters struggles the goal.

### **c. Sequence of event/Climax**

In this part, the writer tells about how the characters react to the complication, such as what they want to do if they have some difficult situations and about their feeling. The writer gives point of view to the reader. The event can be told in chronological order or with the flashback.

### **d. Resolution/ falling action**

In resolution, the story may close in the different way, such as the story have happy ending or sad ending after the main characters are struggling the obstacles. It means that how did the story end. Sometimes, the story finished but still left some questions unanswered.

**e. Reorientation:** It is an optional closure of event. It means that the sequence of actions that may be presented out of chronological order, for effort.

## **2. The Language Feature of Narrative Text**

According to Anderson (1997:15) the language features usually found in narrative texts are:

- a. Specific characters
- b. Time words that connect to tell when they occur
- c. Verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

## **C. Dictogloss Strategy**

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

Dictogloss is a strategy developed by Ruth Wajnryb (1990), which is used to the high school students, but it can be adapted for use with the all ages. It is especially effective with English language learners because the strategy focuses on fluent academic language and supports learners in listening and recalling good English language models (Gibbons, 1993, Herrel and Jordan, 2004, Asrobi and Amni, 2017).

Dictogloss is used not only for teaching listening but also writing, speaking, and reading. Students can try to work cooperatively each others. Richards and Rogers (2001:92) argues that Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach to teach that makes maximum group (pairs or small group) and work cooperatively in the classroom. Students learn in a group will help to increase their motivation and each learners is held accountable for his/her own learning.

According to Vasiljevic (2010:41) say that “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. The procedures are learners listen to a passage, write down key words or phrases then, encourage comparison. Dictogloss activities are useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening.

According to Nunan (1998:28), Dictogloss can encourage students to utilize both bottom-up and top-down listening strategies. Dictogloss strategy is the one which the teacher reads passage at a normal speed to learners who listen and write down as many words as they can identify. They then collaborate in small groups to reconstruct the text on the basic of words which they have written down. In addition, dictogloss technique provides a useful bridge between bottom-up and top down listening. The listener will integrate background knowledge with the clues picked up during the dictation and the listener will more active in understanding the text because:

- Listener will make predictions.
- Listeners will make inferences about things not directly stated in the text.

- Listeners will identify the topic of the text.
- Listener will identify the text type (whether it is a narrative, description, anecdote etc.).
- Listeners will identify various sorts of semantic relationship in the text.

## **2. Dictogloss Listening Comprehension Procedures**

Dictogloss has several procedures in its doing. According to Nunan (1998:28) says that there are four procedures in teaching listening using dictogloss strategy, the procedures as follows:

### **a. Preparation**

There are some preparation that should teacher do. First, teacher must prepare some vocabularies for learners that exist on the text before read the text. Before if give them warm up in order to they know first what they will hear and to improve their interest so, they can hear the text seriously. Then the teacher explains the procedure to make sure that they are really understanding each stage of it. Finally organize them into groups before start the dictation.

### **b. Dictation**

At the standard procedure, teacher reads the text twice in the normal speed and students have to listen carefully. In the first dication they are just listening and do not write any words. They are only listening to get the general comprehension of the text. The second

dictation students can write the key words. During the dictation the learners should classify the words they heard based on the type of word to help the reconstruction in the next stage. Such the information words for example, farmer, sold, buffalo. The grammar or function word, for example, the, his, are.

**c. Reconstruction**

The reconstruction is done as soon as possible after the dictation finish. The learners work in a group to write the text in their version. It is valuable to develop the realization by the students that language generated by them is at least as valid and interesting as text from the textbook or the teacher.

The role of teacher is only monitoring the activities during the reconstruction stage. Let them think and the teacher do not give any actual language input. Teacher as a facilitator to repair the error analysis about the stage that should followed by students.

Then, the teacher reduce the error grammatical structures in the students' text to make the step 4 more focus on the area that very need. The teacher give the point out in the area around the error words when the learners still drafting their text. If the reconstruction text will be focused on the structural language for example the simple past tense, the students' error can be reduced in the other areas such as in the articles or preposition.

#### **d. Analysis and correction**

The last stage is analysis and correction of the learners' text. Correction the students' work is one of the major function of the teacher in classroom. According to Muwafiqoh (2011:14) teachers will conduct this session in their own preferred fashion.

- 1) Students can write their text in the whiteboard to discuss. She/he from each group write the first sentence then they discuss them before moving on the second sentence of each group.
- 2) Teachers can also use the projector if it is possible to use it.
- 3) Each text can be photocopied first, and the class can learn and analyze the text. If the sentence by sentence is preferred teacher can help to cut each sentence and grouping them, before photocopying.
- 4) A technique which can accompany each ways of correction above is to keep a copy of the original text and to show it sentence by sentence after the students text have been examined.

One of dictogloss variation state from Jacobs and Small is used by the researcher in teaching listening comprehension. The researcher uses Variation D: Dictogloss Summaries (Jacobs and Small, 2003:11). If in the standard dictogloss procedures students reconstruct the text in the same length as the original, in dictogloss summaries, students only focus on the key ideas of the original text.

Procedures:

- (1) Step 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 visual to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

### **3. Dictogloss Strategy in Teaching Listening Comprehension**

#### **a. Preparation**

There are many things to prepare before teacher dictate students. First, teacher gives warm up. Then, prepare the vocabularies and mind map also explain the procedures. Finally, teacher divides them in some group.

#### **b. Dictation**

Teacher reads the text twice. In the first dictation, students just hear without write down any words. In the second dictation, students begin to write down any words, complete the story map, and classify the words based on type of word.

**c. Reconstruction**

Teacher asks them to discuss and work in their group to reconstruct the text. Teacher is as a monitor and facilitator. For example, reduce an error grammatical structure to more focus on stage 4 and give the point out in the area around the error words.

**d. Analysis and Correction**

Teacher gives the original text to compare, analyze each sentence by sentence, and correct their mistake in constructing the text. Students analyze the text by copying the original and their own text. Then, the leader of group reads or speaks or writes in front of the class.

**4. The Advantages of Using Dictogloss**

The dictogloss technique have many benefit for the students (Asrobi & Amni, 2017:63). This listening activity can built students' motivation to study by "coopetisi" (cooperative and competition) activity. The students can be trained to work together in a group, so that their sense of togetherness is built, and they could comfortable to do their activity. In the while and post activity, students worked individually.

Dictogloss strategy can built self-confidence and responsibility since students must be reconstruct the text that they listen to their text version but, at least the content is also same with the original. Beside that, the first step in preparation stage (warm-up) help students to find the

main idea and specific purposes of the text. Furthermore, students are useful to find the words meaning in vocabulary preparation. Meanwhile, the teacher asks students to reconstruct the listening text by writing. This activity can help the students to maintain the informational content of the listening text. So, the students can find the specific information of the listening text (Asrobi and Amni, 2017:63-64).

## **5. Listening Comprehension in Intermediate Level**

Listening comprehension has many skills that the teachers should consider to help develop that skill in their students. The foundation of this skill is based on the accuracy in understanding, remembering, absorption and interaction. Valle also suggests that creating students' interests in learning English through the use of plays, songs, stories and real life experiences could furthermore result in greater students' success and enjoyment in studying English (Alrawashdeh and Al-zayed, 2017: 168).

Having students predict outcomes and to use prior knowledge appear to be good at pre-listening activities that teachers can use to help students along with any listening task. In fact, when students do not have much schematic knowledge about a certain topic, the scaffolding of pre-listening activities using met cognitive strategies potentially becomes more important (Alrawashdeh and Al-zayed, 2017:169).

The effective learning for grades 10-12 intermediate level is interactive, communicative, collaborative, inclusive, caring, safe, challenging, and a place where resource-based learning includes and encourages the multiple use of

technology, the media, and other visual text as path ways to learning and ask avenues for representing knowledge (Charlottetown, 2008: 19). Listening comprehension in intermediate level include of listening in vocational high school level and listening test for intermediate level should use quick simple response, such as one-word answer also exercise that involve answering multiple choice question (Ur, 2007), and true/false statement (Collie & Slater, 2011).

#### **D. The Previous Study**

There are previous studies about dictogloss that found by the researcher. The first is written by Muwaffiqoh (2011) with the title "*The Use of Dictogloss Teaching Strategy to Improve Students' English Achievement (A Classroom Action Research in the First Year of MAN Tenganan Semarang, in the Academic Year of 2010/2011)*". The research method used is action research, it is conducted in three cycles. Each cycle is conducted in two meetings and consists of planning, acting, observing, and reflecting. The data are taken from the event, documents and informants. The result of the research shows that the way to improve English student achievement is by increasing their language skills and grammar mastery using dictogloss teaching strategy, which indirectly also increase their comprehension in grammar and tenses, and the result of post-test is better than in pre-test. The researcher also concludes that teaching English through dictogloss teaching strategy can improve English student achievement in the first year of MAN Tenganan in the academic year of 2010/2011.

The second is from Asmawati (2013) with the title *“Using Dictogloss to Improve Students Listening Comprehension at the 2nd Grade Class XI A 1 of SMAN Kota Bengkulu in 2011/2012 Academic Year”*. It's Classroom Action Research where the data were gotten from the students' scores in listening tests from the first until the third cycles. To analyze the data, the researcher uses qualitative and quantitative technique. Based on the result of students' scores in each cycle, the researcher find the students' listening comprehension improved. The researcher also find the students' motivation and cooperation improved. It can be concluded that Dictogloss is effective to improve students' listening comprehension and motivation in listening activity.

The last is from Khoirun (2016) with the title *The Effectiveness of Using Dictogloss Technique Toward the Students' Listening Comprehension Achievement at the Eight Grade of SMPN 1 Rejotangan in Academic Year 2015/2016*. The result of students; score was different between pretest and posttest. The posttest scores better than pretest. The mean of total pretest score of students is only 57.24, but the mean of total posttest score of students was 75.52. It means that dictogloss is effective strategy for students' listening comprehension at the eight grade of SMPN 1 Rejotangan.

The researcher finds some differences of their studies. In Muwafiqoh and Asmawati's studies uses Classroom Action Research and was successfully implemented in tenth's grade and eleventh's grade of Senior High School. In other hand, the study is from Khoirun that was successfully

implemented in eight's grade of Junior High School and used pre-experimental research. Yet, this study use quasi-experimental research and Dictogloss startegy is not verified yet in the tenth grade student of SMK PGRI 1 Tulungagung.

Based on the previous studies above which can be concluded that dictogloss can be used as an effective technique to teach listening comprehension for students and also improve students' motivation in learning process. Therefore, the writer will know that is effective too on teaching listening comprehension at the Tenth Grade students of SMK PGRI 1 Tulungagung. In addition, the writer would like to take the research with the title: "*The Effectiveness of Using Dictogloss Strategy In Teaching Listening Comprehension at the Tenth Grade students of SMK PGRI 1 Tulungagung.*"