

CHAPTER II

THEORETICAL FOUNDATION

A. Listening

a. Definition of Listening

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development. Listening is one of the major components in language learning besides speaking, reading, and writing. Among of them, listening is one of the most important, because according to Feyten in Vasiljevic “more than 45% of communicating time is spent listening. It shows that how important listening skill to overall language ability.”¹

Michael Rost stated that “the term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening also has a crucial role where it is used in conjunction with the other skills of reading, writing, and speaking.”² As we know listening is an important skill that has crucial function, besides as the skill that more often used than others. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Metinee Thanajaro said that “Listening is defined as an active and interactional process in which a listener receives speech sounds and

¹Zorana Vasiljevic, “Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners”, *English Language Teaching*, Vol. 3, No. 1, (March, 2010), 41.

² Ronald Carter and David Nunan, *Guide to Teaching English to Speakers of Other Languages* (New York: Cambridge University Press, 2001), 7.

tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text so that he/she can respond effectively to oral communication.”³ It is a process where the listener is trying to interpret the meaning or the information from what he or she listen within spoken language form.

According to Thomlison’s in Hamouda, “listening is the ability to identify and understand what others are saying.”⁴ This ability allows people to understand spoken language that communicated each others in the active communication like conversation or passive communication like broadcast news. This is based on the assumption that “the main function of listening in second language learning is to facilitate understanding of spoken discourse.”⁵

Based on the definition of the listening above, it can be summed up that listening is the ability to identify and understand the spoken language to get information or intended message of speaker or oral text.

b. Types of Listening

From these stages we can indentify types of listening as below:

- 1) Intensive. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of larger stretch of language.

³MetineeThanajaro, “Using Authentic Materials to Develop Listening Comprehension in The English as a Second Language Classroom,” (Ph.D. dissertation, Virginia Polytechnic Institute and State University, Virginia, 2000), 4

⁴ Arafat Hamouda, “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom,” *International Journal of Academic Research in Progressive Education and Development*, Vol.2, No.2, (April, 2013), 117

⁵ Jack C. Ricards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), 3.

- 2) Responsive. Listening to relatively short stretch of language (a greeting question, command, comprehension check)
- 3) Selective. Processing stretches of discourse such as short monologue for several minutes in order to ‘ scan’ for certain information. Selective listening could ask students like listen for numbers, a grammatical category, directions, or certain facts and events.
- 4) Extensive. Listening to develop a top down, global understanding of spoken language. Listening for gist, main idea, and making inference are all part of extensive listening.

Based on the explanation above, the researcher focuses on selective listening in which the students interpret the monologue text to get general information of the text, in this case is narrative text. In language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to ‘attending to only what you want to hear’ and ‘tuning out everything else’.⁶

c. Process of Listening

Several models have been developed to explain how the listening process functions in adults. According to John Flowerdew and Lindsay Miller those models divide into three categories, they are the bottom up model, the top down model, and interactive model.⁷

⁶ Michael Rost, *Teaching and Researching Listening*, (Great Britain: Pearson Education Limited 2011), 187.

⁷ John Flowerdew and Lindsay Miller, *Second Language Listening Theory and Practice* (New York: Cambridge university press, 2005), 24-26.

1) Bottom up model

The first model of listening to be developed was the bottom-up model. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

2) Top down model

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

3) Interactive model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975). According to Rumelhart, whose theory was developed within the context of reading, but which applies

equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes. At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.

From listening models above, the researcher will use top-down model as a limitation of this study where the main focus is students can understand and get information of the text that they hear by using their background knowledge and some key words that they find in the text.

d. Listening Principles

Harmer mentioned the principle of listening, where teachers should be pay attention about it for their students. The principles are as follow:⁸

1. Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves.

2. Help students prepare to listen

Students need to be made ready to listen. This means that they will need to look at the pictures, discuss the topic, or read the questions.

3. Once may not be enough

There are almost no occasions when the teacher will play an audio track only once.

4. Encourage students to respond to the content of a listening, not just to the language

An important part of a listening sequence is for teacher to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

5. Different listening stages demand different listening task.

Because there are different thing we want to do with a listening text, we need to set different tasks for different listening stages.

⁸ Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education Limited, 2007), 135-136

6. Good teacher exploit listening texts to the full

If teachers ask students to invest time and emotional energy in a listening text and if they themselves have spent time choosing and preparing the listening sequence then it makes sense to use the audio track or live listening experience for as many different applications as possible.

There are many problems that occur when teaching listening is caused by teachers that still ignore the principles above such as learning activity that unplanned well, little do practice, and it is not using variation audio track.

One of the principles is the importance of using variation source or audio track, and live listening is one of good option to make variation. Harmer mentioned the kind of live listening that can used in listening activity, they are:⁹

1. Reading aloud

Reading aloud is an enjoyable activity, when done with conviction and style, is teacher reading aloud to a class. The teacher can also read/ act out dialogues either by playing two parts or by inviting a colleague into the classroom.

2. Storytelling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it in some other way.

⁹ Jeremy Harmer, *The Practice of English Language Teaching* 4thed (Singapore: Pearson Education Limited, 2008), 307.

3. Interviews

One of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. Where possible we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves. In such circumstances we might want, though, to set the subject or to take on a different person for the activity.

4. Conversation

If we can persuade a colleague to come to our class we can hold conversations with them about English or any other subject. Then students have the chance to watch the interaction as well as listen to it. We can also extend story-telling possibilities by role-playing.

In this research the writer will focus on using story telling where story will be dictated by writer and students will be asked to describe and answer the question about the text.

So the nature of listening that will be researched in this study is understanding and gaining information from spoken language in story telling form where students use selective listening to find out the information of monologue text. This study also focuses on top-down models where to find out the general information of monologue text students are more dominant to use their background knowledge and some clues to help them understand the text.

B. Dictogloss

a. Definition of Dictogloss

Wajnryb stated that:

“Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. Wajnryb stated that in dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive, battered text. In small groups, the students then pool their resources to reconstruct their version of the original text. In the final stage the various versions that the students have produced are subjected to close analysis and comparison.”¹⁰

Vasiljevic explained about dictogloss, he stated that dictogloss is a classroom dictation activity where learners listen to passages, note down key words and work together to create a reconstructed version of the text.¹¹

Harmer stated that dictogloss is a technique where students try to write down exactly what they have heard (delivered at a faster speed than a dictation) - and then compare their versions with the original in order to see how they differ.¹²

¹⁰ Ruth Wajnryb, *Grammar Dictation* (New York: Oxford University Press, 1990), 5.

¹¹ Zorana Vasiljevic, "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol. 3, No. 1, (March, 2010), 41.

¹² Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education Limited, 2007), 272.

Based on definition above, it can be concluded that dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups.

b. Procedure of Dictogloss

The basic steps in dictogloss listening classes are the same as those outlined by Wajnryb (1990) for the purpose of grammar teaching. There are four stages: *preparation*, *listening*, *reconstruction* and *analysis and correction*. Each stage will now be described in more detail.¹³

1. Preparation

The purpose of the preparation stage is to make students more receptive to the listening passage. Listening is a dynamic process where the listeners construct meaning based on the interplay of background knowledge and the new concepts presented in the text. In other words, listening comprehension requires both topical and linguistic knowledge. Teachers can facilitate this process by providing background information and helping students with unfamiliar language. The purpose of the preparation stage is therefore twofold: it should give the learners a topical warm-up as well as familiarize them with vocabulary that will appear in the text.

2. Topical warm-up

The topical warm-up is important as it enables learners to activate their background knowledge. Knowledge of the content helps listeners interpret the message correctly.

3. Vocabulary preparation

¹³Vasiljevic, *loc. cit.*, 43-45.

Insufficient vocabulary knowledge is a frequent cause of listening comprehension problems. Due to limited vocabulary size and problems with the perception of acoustic forms, learners often experience difficulties in processing audio input.

4. Listening procedure

When the dictogloss procedure is first introduced, learners may need to hear the recording several times. The first time, the students are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. As inexperienced learners tend to try to write down everything, teachers should emphasize that they should focus on key words only that will help them with the reconstruction of the text. (These are often the words that were introduced in the preparation stage). A third listening gives learners a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening gives students a chance to discuss their notes and identify the points they need to focus on. As learners get used to the procedure and their listening comprehension improves, it may be sufficient to only play the recording twice.

5. Reconstruction

Reconstruction is the central part of the dictogloss listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text close in content and organization to the original version.

6. Analysis and correction

The last stage of the dictogloss procedure is the analysis and correction of the learners' texts. In a dictogloss listening class, the main purpose of the analysis and correction stage is to identify the problems students had with text comprehension. Therefore, although the reconstruction task requires writing ability, spelling mistakes should be less of a concern.

c. The Advantages of Dictogloss

The dictogloss model offers several potential advantages over other models of teaching listening comprehension, they are:¹⁴

- 1) Dictogloss is an effective way of combining individual and group activities. Students listen and 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.
- 2) Dictogloss procedure facilitates the development of the learner communicative competence. Students speaking time is significantly longer than in a traditional teacher centered classroom. 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.
- 3) The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.

¹⁴Zorana Vasiljevic, "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol. 3, No. 1, (March, 2010), 45-46.

- 4) The reconstruction stage also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage.
- 5) Working in small groups reduce learners anxiety s they have to perform only in front of “a small audience.”

In other hand, dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Actually it is a teaching grammar technique, but it is also work to comprehend other skills such as writing, listening, and speaking. According to Vasiljevic stated that dictoglos in listening is a great technique where “dictoglos listening class embodies several important principles of language learning such as learner autonomy, cooperation among learner, focus on meaning, and self and peer assessment.”¹⁵ Dictogloss also can be solution to raises up student motivation with combining dictogloss and cooperative learning. It had been evidenced by Jacobs, “he said that dictogloss is one of many innovative language teaching techniques that embody the current paradigm in education, that are well-suited to cooperative learning, that can benefit from their use with global issue content, and that lend themselves to a host of variations developed by creative second language teacher.”¹⁶

¹⁵Zorana Vasiljevic, ”Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners”, *English Language Teaching*, Vol. 3, No. 1, (March, 2010), 48.

¹⁶ George Jacobs, “Combining Dictogloss and Cooperative Learning to Promote Language Learning”, *The Reading Matrix*, Vol. 3, No. 1, (April, 2003), 13.

C. Relevan Previous Studies

Many researchers have observed with Dictogloss technique. Indriyanti, Dewi (2013) *Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of SMP Negeri 1 Pangenan* explained that learning using dictogloss technique is very effective with experiment class¹⁷. In the same year Eka and Aryuliva explained that students can explore the vocabulary with Dictogloss technique (Hortatory Exposition Text)¹⁸. While this research, researcher will do observe in SMK InsanMulya. Students in SMK InsanMulyado not like about listening, because listening is very difficult for them. Students should have more practice listening in the class and applied in daily activities. They are very difficult to follow the activities of listening, because the words of the English language that is sometimes too quick to be heard so that they are sometimes confused to hear the words of English.

Thus, the students become passive during the listening process. Therefore, teachers assume wrong with their focus solely on the practice of listening and listening skills because a student competence is very low. However, the low competence of the students in the skills of listening has received attention in both research and teaching. Therefore, teachers need an alternative way more practical, useful to provide new information to students and encourage them to listen and understand the parts that are important only to listen so that no time is

¹⁷DewiIndriyanti, "Teaching Listening using Dictogloss to Improve Students' Listening Skill at the Eight grade of SMPN 1 Pangenan", (S1. Journal, SwadayaGunungJati University Cirebon, 2013).

¹⁸EkaJuwitaArief and Aryuliva Adnan, "The use of Dictogloss Method in Teaching Listening aHortatory Exposition Text at Senior High School", (M.Pd. Article, FBS State University of Padang, 2013).

wasted due to various problems and students interested in participating in learning.

Based on the explanation above, this research will observe improvement capability of student SMK Insan Mulya grade XI (Eleventh) in English language by using Dictogloss technique through *Classroom Action Research*.