

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present about the review of some related literatures. Its concern with theoretical framework underlying this study, which is presented in details. This chapter consist of listening ability, narrative text, dictogloss technique, and the previous study related to the implementation of dictogloss technique.

A. Nature of Listening

English as a foreign language in Indonesia has four skills. They are listening, speaking, reading, and writing. This study will focus on the listening skill only and will be explained below;

1. Definition

Learning is belonging to receptive skill. But when learners need to listen for several purposes, it can be active skill in school settings. Students must be guided in how to listen good and actively even though listening may seem like second nature.¹ The importance of listening is acknowledged by Brown who stated that listening is the major component in language learning and teaching because learners do more listening than speaking in the classroom.² It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

¹ Rachel Carrillo Syrja, *How to reach and teach English language learners*, (San Fransisco: Jossey Bass, 2011) p. 102

² Brown, Duglas H. *Teaching Principle Pedagogy*. Addison Wesley Longman, Inc., (New Jersey: prentice – Hall, 2001) p. 247

Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listen is defined as an activity to pay attention to somebody or something that we can hear.³ Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. Listening has relationship with hearing ability in English spoken words.

2. Type of Listening

Listening as one of the communication skill has two types. They are micro and macro skills. Morley in Emha's article said that in daily life interaction, listening become the most common communicative activity.⁴ Listening also can cover all aspect of English. In addition, listening as a language skill consists of some micro-skills or enabling skill.

³ Victoria Bull, *Oxford Learners Pocket Dictionary fourth edition* (Oxford University Press: 2008), p. 258

⁴ Emha, Fitria, Lailatul, *Using Dictogloss Technique to Teach Listening for Senior High School*, (Article from English Department The Faculty of Teacher Training and Education Bung Hatta University). Accessed on 14 of March 2017 08.40

a. Micro skills

Micro skills are specific competencies for communicating effectively with others⁵. While macro skills are the point and largest skill set relative to a particular context. The macro skill commonly referred to English language that are listening, speaking, reading, and writing⁶. The micro skills of listening are:

- 1) Guessing what people are going to talk
- 2) Using someone's own knowledge to help the other people understand something
- 3) Recognize discourse markers and cohesive devices
- 4) Understanding inferred information

b. Macro skills

Beside micro-skills, there are some macro-skills as part of basic concept in listening. They are:

- 1) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 2) Infer situations, participants, goals using real-world knowledge.
- 3) From events and ideas described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings.

⁵ Allan E. Barsky. *Microskills*. (<http://www.oxfordbibliographies.com>), accessed on April 26, 2017 at 9:16

⁶ <http://www.scribd.com>. *Introduction – Macro skill*, accessed on April 26, 2017 at 9:22

- 5) Use facial, body language, and other nonverbal clues to decipher meanings.
- 6) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension thereof.

Based on some explanations above it can conclude that listening is a process that needs high concentration to understand something that is uttered by people.

3. Teaching Listening

Teaching listening can be defined as the several activities done by the teacher to help learners recognize and deal with the listening features in English.⁷ To help students improve their listening ability, teacher can provide them by questions and prompts prior to a listening tasks that help focus the students.⁸ Then, students can begin developing their own caused become more adept. As the teacher, try to make the students understand that the best way to improve listening skill is to practice it as much as possible.

⁷ Jill Hadfield & Charles Hadfield, *Introduction to Teaching English*, (Portugal: Oxford University Press, 2008), pg: 77

⁸ Rachel Carrillo Syrja, *How to reach and teach English language learners*, (San Fransisco: Jossey Bass, 2011) p. 102

Teaching listening is the process of activity in the classroom that should solve the problems in listening systematically some roles for teacher are⁹:

- a. Teacher as an organizer, should explain the materials and what the students have to do, give clear instructions and useful feedback.
- b. Teacher as a controller, should arrange what learners do in listening stage, when they should speak, and what language they have to use.
- c. Teacher as an evaluator, should evaluate the level of their learners.
- d. Teacher as a resource, should give what learners want and help to solve their problems particularly unfamiliar vocabulary.
- e. Teacher as a tutor, should help learners toward predicting missing information.
- f. Teacher as a prompter, should motivate learners and support them during every stage of listening activity so that they can be successful.

All of the information above indicate that learning process especially listening is very important and the teacher should prepare more for materials, technique, and spirit motivation energy.

4. Listening Problem

Problems in listening are some difficulty understanding in listening activity. The problems faced by first year English major students at Qassim University are anxiety, speed of speech, accent, pronunciation, insufficient vocabulary, different accent of speakers, bad quality of

⁹ Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, *International Journal of Research in English Education*, Volume 1 (01), November 2016; p. 8-9

recording, and lack of concentration.¹⁰ Osada also stated in Natasha's article (2014) that listening comprehension as a somewhat neglected and poorly taught aspect of English.¹¹

Students have difficulties when they want to have successful listening comprehension. Ur identifies the learner's problems and the solution as follows¹²:

a. Trouble with the sounds

Students mostly have a problem on context for comprehension. They are often unaware for sound perception. The English sounds are extremely different with the Indonesia sounds. It makes Indonesian feel that English is very difficult. They also difficult to understand well what the word said by native speaker.

b. Have understand every word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information/ something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

¹⁰ Ayman Mohamed, *Dictogloss-Based Activities for developing EFL Learners' Listening Comprehension*, Volume 4 (10), December 2016; p. 43

¹¹ Natasha Walker, *Listening : The Most Difficult Skill to Teach*, (Manchester Metropolitan University: 2014) p. 168

¹² Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge University Press: 1996) p. 111

c. Cannot understand fast, naturally native speaker

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

d. Need to hear thing more than once

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

e. Find it difficult to keep up

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

f. Get tired Sometimes, students feel tired and bored to listen, if the discourse is too long

They also feel more difficult to concentrate: The solution of this problem is similar with the third problem.

Similar to Ur, Rost has identified the listener's problems as follows¹³:

a. Acuity of hearing

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

b. Discrimination and auditory perception

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

c. Attention and concentration

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

d. Comprehension

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

¹³ Michael Rost. *Introducing Listening*, (England: Penguin Books. Ltd. 1994), p. 119

problems with evolutionary listening (appreciating or commenting critically on what they have heard.

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

All of the problems above are related to each other. Listening is habitual skill. Students will have good listening ability if they commonly heard in English. Teacher also should give more attention to this skill and the students enjoy learning by listen spoken English in long time.

B. Narrative Text

Narrative text become one of the English material that is taught in junior and senior high school. This is a text which told about some unreal stories like fable, fairy tales, legend, and myth. Usually this text have more attention from the students because they like and interesting on the story.

1. Definition

Narrative text is an unreal story. The text is a story with complication or problematic events.¹⁴ This text also told the way to find the resolutions to solve the problems. An important part of narrative text is

¹⁴ <http://duoulala.blogspot.com> , accessed on 12 of April 11.06

narrative mode, the set of methods used to communicate in the narrative through a process narrator.

Narrative also can define as a story that is created in a constructive format describing a sequence of fictional or non-fictional events.¹⁵ There are some types of narrative text. They are:

- a. Fable, is a story that tell about animals. For example, Mousedeer and Crocodile
- b. Legend, is a story about the history of the place. For example, The History of Tangkuban Perahu Mountain.
- c. Science fiction, is a story about some unreal events. For example, Avatar
- d. Fairy tale, is a story about magical events. For example, Harry Potter.
- e. Mystery, is a story about something mysterious events. For example, Nyi Roro Kidul
- f. Romance, is a story about love. For example, Cinderella.

Generally narrative is interesting to be taught in the classroom. It has so much interesting story and students will enjoy. Usually the story is unreal events. It need much imagination based on the reader or listener.

2. Language features

Language features is a language and structure of sentences used in narrative text. There are some characteristic of narrative text:

- Focus on specific participants (character)

¹⁵ <http://hanifahrahmawati.wordpress.com> , accessed on 12 of April 11.11

- Use of past tense (past verb)
- Use of temporal conjunction (then, after that, finally)
- Use of temporal circumstances (long ago, one day, once upon a time, hundreds of years ago)
- Use of adjectives which modify noun phrase (long black hair, two red apples)
- Use of materials/ action process/ action verb
- Use of saying verb (said, told)
- Use of circumstances of place (at palace, in the forest)

3. Generic Structures

In traditional the focus of the text is on a series of actions.¹⁶ They are:

- Orientation : containing plot and character

The orientation is introduction in which the characters, setting, and time of the story that are established. Usually answer about Who? When? Where?

- Complication : crisis of the story

Complication is a problem that usually involves the main characters.

- Resolution : the crisis is revised, for better or for worse

Resolution is a way to solve the problem or complication. The complication may be resolved for better or worse / happily or unhappily.

¹⁶ <http://en.m.wikipedia.org> , accessed on 12 of April 11.31

4. Social Functions

Social function is like a communicative purpose that told about what the writer wants with the text. The basic purpose of narrative text is to amuse, entertain and to deal with actual or various experience in different ways. However narrative can also be written to teach or inform, to change attitudes / social opinions. Because there are so much social values inside the stories.

C. Dictogloss Technique

Dictogloss technique is a technique that we can use for teaching listening skill. This technique not only reach the listening skill but also make the students do the others activities such writing, building vocabularies, speaking, and reading also.

1. Definition

Learning about listening skill has various method and techniques. There is no the best technique to do, because there are so much factors that influence the ability of skills. But it will be better if try to find and implement some interactive technique as the way to conduct the learning English activities.

Dictogloss is one of interactive technique in learning and teaching listening skill.¹⁷ Dictogloss can define as a classroom dictation activity where learners listen to a text, taking note for some important points, and create a reconstructed version of the text together in own words.

¹⁷ Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teaching*, Volume 3 (01), 2010; p. 48

Dictogloss as a task-based activity where students must reconstruct the meaning of a given listening sample in a collaborative process.

Jacob and Farrell stated in article of Ayman (2016) that dictogloss entails the essential principles of language teaching which include: learner autonomy, diversity, learners' cooperation, curricular integration, focus on meaning, thinking skill if it implemented consciously.¹⁸

This technique can be used for several topics of materials. It is unique blending of teaching listening comprehension and the assessment of students' listening ability.

2. Procedures

The original dictogloss procedure consists of four basic steps that introduced by Wajnryb in Zora's article (2010).¹⁹ They are:

- a. *Warming Up* is an activity to make vocabulary building to the students. Teacher guide the students in some difficult and keywords. It may memorize or only write down on the board or book. Teacher also can modify this steps by using vocabulary games.
- b. *Dictation* is an activity when the students must listen to the oral text of passage. It may from recording or directly read by the teacher. The dictation is twice. Firstly, students only listen. Secondly, students may take notes of some key words.

¹⁸ Ayman Mohamed, *Dictogloss-Based Activities for developing EFL Learners' Listening Comprehension*, Volume 4 (10), December 2016; p. 44

¹⁹ Zorana Vasiljevic, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*, *English Language Teaching*, Volume 3 (01), 2010; p. 41

- c. *Reconstruction* is an activity where the students make a group to reconstruct of the text from their shared resources.
- d. *Analysis and Correction* is an activity when the students compare their text with the reconstruction text from the other groups and the original text and make the necessary corrections.

3. Advantages

There are some advantages of the using of dictogloss technique in learning listening skill that are stated by Montalvan in article of Emha (2017)²⁰:

- a. Students can develop all four language skills in integrative way by using dictogloss.
- b. Students can develop their aural comprehension in meaning and grammar.
- c. Students can develop their short-term memory.
- d. Students can learn to do carefully and accurately in listening section.
- e. Students can practice speak up when correcting stage.

In short, dictogloss technique give more focus in listening skill but actually include reading, writing, and speaking skill in one way.

4. Variations of Dictogloss

There are eight variations on Dictogloss that could be used in teaching and learning English as a foreign language. No doubt, others

²⁰ Emha, Fitria, Lailatul, *Using Dictogloss Technique to Teach Listening for Senior High School*, (Article from English Department The Faculty of Teacher Training and Education Bung Hatta University). Accessed on 14 of March 2017 08.40

exist or await creation Cardona (2013) in Jannah Thesis (2014).²¹ These variations are: Dictogloss negotiation, student-controlled dictation, student-student dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion, and picture dictation²², which will be explained below:

a. Dictogloss negotiation

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

b. Student-controlled dictation

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

²¹ Nora Nikmatul Jannah, *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*, (Tulungagung: IAIN Tulungagung, 2014), p. 28-31

²² Ibid, p. 28-31

c. Student-student dictation

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

d. Dictogloss summaries

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

e. Scrambled Sentence Dictogloss

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

checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

f. Elaboration Dictogloss

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

g. Dictogloss opinion

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

h. Picture dictation:
After some explanations about relevant content and concepts of the drawings' descriptions, students listen to some information about a picture to build their own illustration based on what they heard, and compare drawings not only with their partners, but also with the original version. It is important to clarify that students have the opportunity to reconstruct firstly, the description text read by the teacher to finally do a drawing. The variations that were chosen in order to conduct this study were: Dictogloss summaries, picture dictation, scrambled sentence dictation and dictogloss negotiation.

These variations were selected because of the participants' low level of English proficiency. It is important to highlight that some variations were modified for the purpose of this study.