

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In theoretical review, it covers some theories which related to the study. Those have four parts. They are listening, comprehension, teaching method, retelling and the effectiveness of teaching listening using retelling technique.

#### **A. Listening Comprehension**

This part includes four content in which each content has own understanding. Those are definition of listening, listening in language teaching, the listening process, and the important of listening.

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

According to Ahmadi (2016) listening is auditory discrimination, aural grammar, choosing necessary information, remembering it and connecting it to the process between sound and form of meaning. In reality, listening is the crucial problem needs to solve. The educator needs some new method in teaching listening. Listening is the basic skill in language learning. Without listening skill, learners never learn to communicate effectively. Students spend 50% of the time operational in a foreign language is dedicated to listening (Bingol, 2014).

Meanwhile, listening is one of English skills that is often considered as passive activity. On the contrary, it is considered as an active activity in which listeners must distinguish among sounds, understand words and grammar, interpret intonation, and retain information to interpret it in the context or setting in which the exchange takes place. Listening involves paying much more close attention to, and making sense of what we hear. Brown (2006) states listening is a

complex activity. In listening individual language knowledge development such as sound, words, and grammatical pattern are mainly used to bring out the topic, situation and context what is being transmitted to the listeners.

Listening and comprehension are two things that could not be separated. Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners 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 (Hamouda, 2013). It will be called the listening comprehension, if the listener is capable to understand the topic from the text. The listener just listens the sound without understanding the meaning of the text. It means they do not do listening comprehension. It is the process of students' reading and analyzing the level of understanding, as the awareness of low understanding may require the use of other strategies to increase understanding of the text and their comprehensibility (Ulker, 2017). In consequence for the student, the listener's need to take some notes in listening to do comprehension well in listening learning process.

## **2. Listening in Language Teaching**

Listening is the process by which oral language is received, critically and purposefully attended to, recognized and interpreted in terms of past experiences and future expectancies (Rost, 2011). Listening is an active mental ability, Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and

form of meaning (Gilakjani & Sabouri, 2016). Listening in the teaching learning process is crucial contribution for the language skill and absolutely need to be taught in language teaching.

Listening skill in language teaching is neglect. The student does not realize about the important of listening. This also make the student are from non-English country be phenomenon, that makes the improvement of students' ability decreases. The consequence, the students will depend on the effective in the classroom only.

### **3. The Listening Process**

There are three steps of listening activity. Those are pre listening, while listening, post listening (Rost, 2011). First is pre listening, Effective listening tasks often involve an explicit “pre-listening” step, some activity that the learner does prior listening to the main input in order to increase readiness. The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetorical structures, specific pronunciations of phrases, or ideas to be contained in the upcoming input. Second is while-listening When the learner actually begins listening to the input, there needs to be some expectation for concrete action. “While-listening” tasks can include guided note taking, completion of a picture or schematic diagram or table, composing questions any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. Third is post-listening This is probably the most important part of listening instruction because it allows the learner to build mental representations and develop short term-memory.

#### **4. The importance of listening**

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (Ahmadi, 2016).

Listening is a crucial essential skill. According to Rost cited in Richard (2002), listening is a vital language classroom activity because it gives input for learners to start the learning process. It involves a psychomotor process of receiving sound waves through the ears and transmitting nerve impulses to the brain and physiological and cognitive processes at different levels of language skill (Rost, 2002 cited in Vandergrift, 2004). Renukadevi (2014) states the sound, rhythm, intonation, and stress of the language can be learned through listening. Furthermore, listening helps the learners to acquire pronunciation, vocabulary and syntax and the comprehension of language conveyed can be based solely on voice tone, pitch, and accent. It is very useful to understand the nuances in a particular language that the learners wanted to acquire. Listening provides aural input and enables learner's sense to interact with the others in spoken communication and hence language learning largely depends on listening. Moreover, the other skills of language can be mastered and improved easily as the result of listening.

## **B. Retelling**

### **1. The Definition of Retelling**

According to Manyrawi (2013), “the root of retelling is re-tell, the based root is tell which is added work beginning re that has meaning again.” Retell means process of making known somebody in word and giving information about something. This strategy is assumed to make the students rethinking what they read by their own written form (Manyrawi, 2013). Retelling practically uses cognitive skills that enable students to think and remember what they have read. "Retelling of what counts as reading or listening in which the reader or listener says what they remember either verbally or in writing or illustration.

According to Cong (2017), Retelling is focused on a process based on students understanding, knowing, and comprehending the context of the original source. In other words, it is called reproduction. The students are asked to perform the story according to their own word. They have to produce and express the similar main content and context of the story to the original. According to Weinstein and Hume (2003), retelling is to repeat. The repetition of the complex original sources. This activity forces the students to repeat the content many times so as to increase the familiarity with it.

### **2. Procedure of Retelling**

According to Fountas & Pinnell, cited by Gibson, Gold, and Sgouros (2003), in the implementation of retelling, there are some steps to do in retelling. the steps are 1) grasping the main idea of the story, 2) telling the story

sequentially, 3) using vocabulary from the text, and 4) using detail to enhance the retelling.

In the retelling a passage, the students have to grasp the main idea to know about what the passage tell. In this first step, the students read the passage. After that, the students grasp the main idea in the passage about experience. They grasp the passage in every paragraph. So, the students have to listen well the audio.

Tell the story is main purpose of retelling. By tell the story, the students practice to share their ideas through in the passage. In this case, the students convey all the stories since the beginning till the end. The students tell the story in front of class and bring picture to easy retell about it.

Using vocabulary or phrases from the text is to make easy the students. They did not difficult to tell the story. They just add by their own words to complete the sentence. In this case, the students tell the story with use vocabulary or phrases from the text. If they forget to tell the story, they can open their book. From this step the student can take the vocabulary or phrases from the audio that spoken, by this strategy the student can develop to be full story from the audio.

In the retelling the details help the listeners have detail description of the passage. In the last session, the teacher asked the students to use details when retell about the text. The students retell about the text completely. They did not do only tell the characters or setting, but they tell the story completely through the text. By this step it means the student not only retelling about some sentences but the student should be able to retell the complete story.

### **3. Benefits of Retelling for Students**

According to Manyrawi (2013), there are so many benefits of retelling. After the teacher apply the steps of the retelling in teaching and learning process, the students will get the benefits from retelling. The students can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text. Then, retelling also develops students' mental abilities such as visualization which is necessary to support retelling. As retelling requires the reader to reflect on the text, it develops analysis, concluding. Judging, thinking skill or critical thinking skills. Moreover, retelling is an indirect means of developing language items (vocabulary, grammar, spelling and pronoun).

Based on explanation above benefits of retelling are good and appropriate for the students for the learning process. The students will be more concentrate, confident, and diligent or students will be more active to do. Besides that, the students will be able to enhance their creativity in learning process. The students can develop their vocabulary, pronoun, grammar, spelling and helps the students to develop shared it into not only listening, but also writing and speaking skills.

### **4. Benefits for the Teachers**

Retelling is not only benefit for the students, but also can be useful for the teachers. The teachers can get the following advantages:

- a. Retelling helps teachers to attend to the level of retention and understanding achieved by the students.

- b. It reveals students' ability to recognize the structure of the text and setting items in a logical order.
- c. It reveals the level of linguistics advantages the students have achieved.

Based on the explanation above, retelling is good for the teacher if they applied it well. The teachers will be aware to understand the student's need. The teachers guide the students to know the sentences that are spoken in audio and the teacher can give value from the student's ability.

### **5. The Effectiveness of Teaching Listening Using Retelling**

From many reasons above the researcher can conclude that retelling technique can be used to teach listening lesson. Because, by using retelling technique when doing listening learning processes the student have to focus to the audio that they are listening. If the student does not really focus to the speaker, they will lose the content that spoken by the speaker.

Influence in language learning as it promotes students' ability in rearranging information from the text that they have listened. During the retelling process students apply and develop their language knowledge through the internalization of the texts' features Rather than having children answer specific questions about story details, retelling requires students to focus on the bigger picture of the story and therefore allows the teacher to see how well a child understands the story as a whole (Ghiabi, 2014). From this source, it can be stated that retelling brings positive effect for the student, the student will be pushed to write and remember what they are listened from the speaker. It is better than the teacher giving question to the student about the topic from the audio. Retelling

requires students to focus to the speaker and explain all what they are listened, this way allows the teacher to know the student's ability in listening skill.

## **6. Previous Research**

There are some previous research that can be used as the base and support of this current research.

The first, a research entitled "The Study of Using Retelling Strategy to Improve College Students' Listening Skill" written by Cong (2017). This study was aimed at knowing whether retelling strategy is beneficial for improving students listening skill. There were three junior college students as the participant of the research. Pretest and Posttest were used as the instrument of the research. The result revealed that the retelling strategy is beneficial to improve students' oral and listening skills. Regarding to the current research, the study of Cong (2017) inspires the researcher to conduct the research in the same field. However, the sample of the current research was tenth grade of senior high school, so that it would be proven whether retelling technique was also effective for facilitating senior high school students.

The second, Santos (2018) in his study entitled "Improving Young Learners' Listening Skills Through Storytelling" found that children were more having high self-confident at story telling activity. However, the research was not successful to proof that storytelling is effective to improve students' listening skills. This Action Research had done through some processes of action research namely planning, acting, observing, and reflecting with 26 learners of fourth grade as the subject of the research. A pre-study questionnaire, storytelling activity

sheet, and post-study questionnaire were used to help the researcher to seek the answer. In relation to the current research, the research of Santos (2018) used classroom action research. However, the current research employed quasi-experimental research. So, the result of the research would enrich the range of the research in the same field.

The third, a research entitled “Improving Students’ Speaking Skill Through Retelling Technique Using Movie (A Classroom Action Research at the Eight Grade of SMP Negeri 2 Grogol in 2013/2014 Academic Year)” had been done by Hidayah (2016). This research was aimed to find out the improving students’ speaking skill through retelling technique using movie and to know the students’ respond toward the implementation of retelling technique using movie in speaking class. Observation, interview, questionnaire and test were used to collect data of this action research. The result of the research showed that retelling technique using movie could improve students' speaking skill, which covers some aspect: ideas, opinion, content, language and delivery. The improvement could also be seen from their result of post-test. The mean score of pre-test is 4.59, then increase to 5.91 in post-test of cycle 1 and become 7.07 in post-test of cycle 2. On the other hand, the students' respond toward implementation of retelling technique was positive respond. 79% students like the implementation of retelling technique in English class. In relation to the current research, the research of Hidayah (2016) used classroom action research. However, the current research employed quasi-experimental research. Moreover, it also gathered the data using three kinds of instrument. In the opposite, this current research would only use pre-test and post-

test as the instruments. So, the result of the research would enrich the range of the research in the same field.