

II. FRAME OF THEORIES

This chapter contains some crucial elements of listening related to the topics under discussion. It deals with concept of listening, types of listening, importance of listening, difficulties of listening, concept of teaching listening, concept of running dictation, advantages of running dictation, procedures of teaching listening through running dictation, theoretical assumption, and hypothesis.

2.1. The Concept of Listening

Listening is the activity of paying attention and trying to get meaning from something we hear. Sometime the people think that listening and hearing have the same meaning. Listening is different from hearing, that hearing is just perceiving the sounds while listening really means is listening and understanding what we hear at the same time attached a meaning to what he/she has heard. As mentioned by Ahuja (2008), “the difference listening and hearing can be stated: Hearing is conscious of having received the sound waves produced by the speaker and listening is attachment the meaning of the sound.” It means that listening is more complex than hearing. For example, someone hears a baby crying out loud, he is using his sense of hearing, but when he hears a baby crying because his baby is hungry, it is a form of listening because he has attached a meaning to what he has heard.

Listening is also called as an active process but sometime listening is also called passive process because in listening process the people just listen to what someone says and the listener does less activity. Listening is an active process that requires participation on the part of listener. Furthermore Ellis (2003) points out that listening is an active skill rather passive skills, it involves interpretation rather than comprehension because the listener are involved in hypothesis-testing and inferencing, not just decoding what is said. Similarly, Clark (2011) states that listening is an active process, involving not just hearing but interpreting, constructing meaning and responding.

Based on the statements stated above that listening is an active process since the listener tries to active in paying attention and understands the meaning of the words by the speaker says.

2.1.1. Types of Listening

According to Kline (1996), there are five types of effective listening. The types of effective listening are listed below :

1. Informative listening.

This type requires listener to understand and concern the message from the speaker's intent. Successful listener is the one who could attain the meaning as close as possible to what the speaker purposed. In this type there are three variables which can help the listener to improve listening skills, such as vocabulary, concentration and memory.

2. Relationship listening.

This type emphasizes on understanding another person. The purpose of

relationship listening is either to help an individuals or to improve the relationship among people.

3. Appreciative listening.

This type is defined as the response of the listener not the source message. for example, listening to various genre of music or listening to speakers in television or radio.

4. Critical listening.

This type concerns on the ability to listen critically. It is important in a democracy for example, politicians, the media, salesmen, advocates of policies and procedures, and financial, emotional, intellectual, physian, and spiritual needs. This type is used on the job, in the family, in the school, etc. This type is practically crucial in all places.

5. Discriminative listening.

This type may be the most important type than the other four. The listener is required to be sensitive to change in the speaker's rate, volume, force, pitch, and emphasis. This type allows critical listeners to more accurately judge speaker's message as well as the speaker's intention. Moreover, the informative listener can detect and identify the meaning differences.

In addition, Hughes (1991: 134) mentions that there are two skills involved in listening as follows:

1. Macro skill

In macro skill in order to understand what someone says, a listener has to

involve with listening for specific information, obtaining gist from what is being heard or the listener should get the general idea of the information, and following instructions or direction.

2. Micro skill

In micro skill in order to understand what someone says, a listener has to interpret intonation pattern, cohesive devices (e.g. such as and which), detect sentence constituents (e.g. Subject, object, verb, preposition). Moreover, Brown (2007) states that discriminate among distinctive sounds in the new language belongs to micro skill.

Based on the explanation above, the researcher focused on micro skills in which the students interpret intonation pattern, cohesive devices, detect sentence constituents and discriminate of sounds.

2.1.2. The Importance of Listening

Listening is the first language mode that are children acquire. Philips (2008) states that listening skill is an important skill for the students in the beginning level as illustrated from the way of babies acquiring language: they listen first and talk later. Dash (2007) also adds that listening can be considered as the first step in language learning. It means that language learning depends on listening because people get information from what they hear in order to know how to speak, write and read.

Listening is the most skill that is used by the students in the classroom. The students need to do more listening because listening is an important medium of

information. As stated by Brown(2004;p. 247), that students always do more listening than speaking in the classroom. This statement is supported by Schwartz (1998) that adults spend almost half their communication time listening, and students may receive as much as 90 of information in their school through listening to instructors and to one another. Moreover Rost (1994) emphasizes the importance of listening in the classroom for several reasons below:

1. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.
3. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

In daily life, people do also more listening than other language skills because listening is needed in buliding up a good communication and a relationship between people. Without listening the communication between people can not be run well. As stated by Lawson (2007) that people spend 70% waking hour communication, at least 45% of that time is spent listening. A study conducted by Steil cited in Simonds and Cooper (2011) also find that people listen 45% of the

time they spend communicating an average 70% of their time engaged in some sort of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. From the result above, it shows that listening has higher percentage than the other skills. It can be inferred that listening can be considered as essential element in a human's life because communication is happens if the listener understands and responses what the speaker says.

Dealing with the ideas above, listening ability plays a significant role in the development of other language skills and can bulid up a good communication between people. Thus, listening is better introduced as early as possible.

2.1.3. Difficulties of Listening

Listening is considered as a hard skill to master. The students usually face the difficulties in many aspect of listening. Ur (2000) identifies the learner's problems

1. Limited vocabulary

The biggest difficulty in listening is the students limited vocabulary. If the students have lack of vocabulary, they are difficult to comperhend the listening passage. To overcome this problem, the teachers should have to spend too much time presenting new words and their pronunciation before asking their students to listen to the recording or the speakers.

2. Get bored

Sometimes students feel difficult to concentrate when they feel tired to listen the long passage . That is one of the reasons for the teacher for not making listening comprehension passage to long.

3. The Hearing

The students usually do not understand certain English sounds. The different speed and accents from the native speakers sometimes makes students hard to understand the native speakers say. To overcome this problem the teacher needs to repeat the passage more than once and gives the students the opportunity to request clarification on repetition during the listening. (Ur : 1984)

From the explanation above, it shows that the students still have problems in listening, they are: limited vocabulary, get bored and the hearing. To overcome those problems, the students need more practice in listening to make better of their listening ability. It is also hoped that students are easier in understanding the message from what the speaker says.

2.2. The Concept of Teaching Listening

Listening is the major component in language teaching and learning because before people acquiring the other skills (speaking, writing and reading). They have to acquire listening ability first. Furthermore, Beare (2007) states that another reason why listening is important to teach in language classroom is that successful listening are acquired over time and with lots of practice and yet specific exercise of listening are difficult to quantify compared to speaking and writing which have many very specific exercise to be improved.

In teaching listening, techniques and strategies are needed to provide the students comprehension. By using techniques and strategies the teacher is able to perform

well in teaching listening. As mentioned by Yudha (2008), the role of listening in building up language competence should be focused on techniques and strategies to provide language learning and comprehension. It means that techniques and strategies have big contribution to the learners' success in order to get a better achievement.

Brown (2007) defines strategies in listening into two, those are strategy for teaching listening comprehension for beginning-level listeners begin from top-down and bottom-up. Here they are:

a. Top-down strategy

Top-down strategy is listener based strategy using the listener prior knowledge and experiences. The listener gets into the background knowledge of the topic, the type of text, the content, and the language. This knowledge activates a set of expectation that help the listener to interpret what is heard and anticipate what come next. Top down strategies include: (1) Listening for main idea; the teacher sets short of task that related to listening process taken by the students, (2) predicting involves the students' ability to predict the information contained in the text, (3) drawing inferences; the students use their ability to derive logical conclusions assumed to be true and (4) summarizing; the process to summarize the whole activities conveyed by the teacher.

b. Bottom-up strategy

Bottom-up strategy is a process of decoding the message, that is, the combination of sounds of words, and grammar that creates meaning. In other words, listeners use information in the speech itself to try

comprehending the meaning. Bottom-up strategies include : (1) listening for specific details; the students need only to detail of the conversation in the listening process, (2) recognizing cognates; the students are required to recognize words that are similiar to the words present in the listening process, (3) recognizing word order patterns; the students are required to understand word order patterns in which commonly consist of subject, verb, and object.

Based on the explanation above, the researcher focused on bottom up strategy to teach the students' listening through running dictation because bottom-up strategies include listening for specific details, recognizing cognates, and recognizing word order patterns.

2.3. Concept of Running Dictation

Oller (1977) cited in Newton (2009) states that the variation of dictation such as dictogloss and running dictation are very popular with learners and teachers. According to House et.al T (2011), running dictation is a physically exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic and energetic element to a lesson.

Moreover, House et.al T stated that running dictation is an activity for pupils who enjoy moving around and working in teams. Furthermore, Hess (2001) that running dictation is the technique where the students works in group to dictate the sentence, there were the runner and the writer in each group. The students as a runner must run to some place where the sentence have been prepared by teacher,

and back to his/her group to dictate the sentence and the writer must write down what they heard as accurately as possible. In running dictation, the students are expected to comprehend the content of the passage and recognize all the words and sentence being read.

Running dictation is an activity where the students get fun on listening class but also understand the meaning of what is said. The focus of this activity is on the tempo of each group to finish all sentence dictate and the accuracy of the students writing based on the runner said. In this activity, the students are hoped to perceive the contents of the passage and recognize all the words and sentence being read so that they can put these aural codes into written symbols. It also help students to diagnose correct grammatical mistake, it assures attentive listening and trains students to distinguish sounds and helps learning punctuation. They are forced to give more pay attention to what the speaker said so that they can perceive the content of passage in every single word.

Based on the explanation above, the researcher assumes that running dictation is the activity where the students work in group to dictate the sentence and write down what they hear as accurately as possible.

2.3.1. Advantages of Running Dictation

The advantages of running dictation are as follows:

1. During and after the running dictation, all the students are active. (Pilot, 2013).
2. Running dictation can be prepared for any level (Hess, 2011).

3. Running dictation can help develop all four language skills in an integrative way. (Hughes, 2005),
4. Running Dictation can galvanise a sleepy class. (Hart, 2010)

Based on the advantages of running dictation above, running dictation is appropriate to use in teaching learning especially teaching listening because running dictation can be prepared for any level and by practicing in careful listening to running dictation would be useful later in note taking exercises/activities, for instance, listening to teachers.

2.3.2. The Procedure of Teaching Listening through Running Dictation

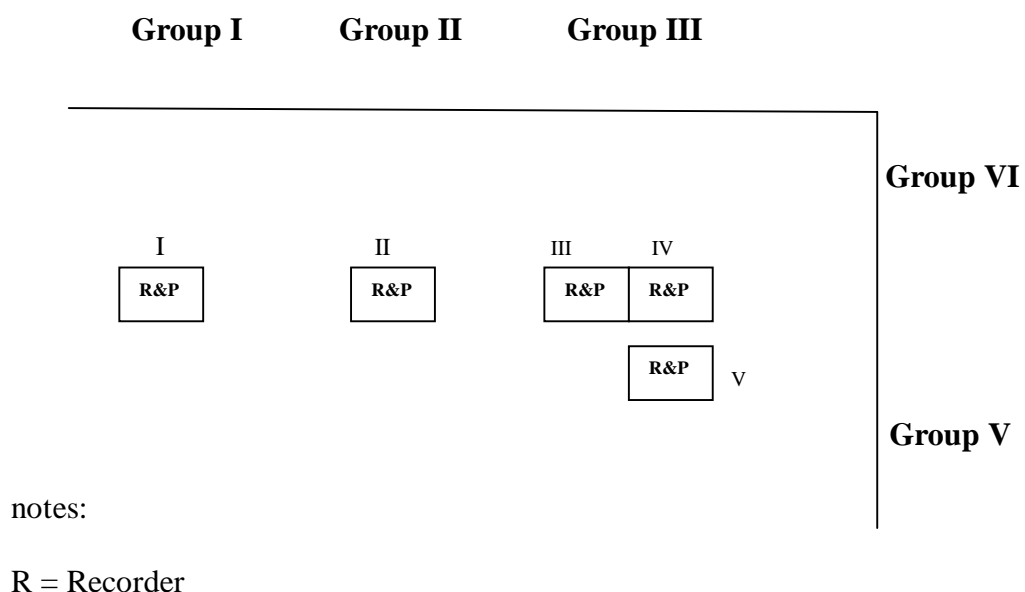
There are some procedures in running dictation, they are: First, selecting the suitable material. The teacher selects the suitable sentences as the material that is given by the students. The teacher selects the sentence to teach the students listening because it's easier to the students to understand the sentence.

Second, after the teacher select the material, the teacher makes some preparation before the teaching learning. The teacher writes the sentences on strips of paper and prepares the recording. The students do not allowed to read the sentence before doing the activity. The teacher puts the sentences together the recording. Third, the teacher asks the students to go outside of the class since these activities are conducted in the school yard.

Fourth, explaining the materials to the students. The teacher explains the materials to the students such as explaining the rule of running dictation, dividing the students into five groups which consist of seven students each group. There is one

runner in each group and the other students to be the writers . In the next treatment the rule was changed that there were seven runners and seven writers in each group. All students have chance to be the runner and the writer. The students are asked to select the first runner until the last runner. after selecting the runner, the student that became the first runners run into the places where the sentence and the recording have been prepared by the teacher while the second runner until the last runner became the writer. The first runner read the sentence while they listen the recording (to know how to pronoun and dictate the sentence well), after the first runner feel enough to listen they return to their group to dictate that sentence to the writer and the writer must write down the sentence as dictated as accurately as possible. After the first runner has dictate the sentence, the first runner changes her/his role became the writer. Then, the second runner continue to run and dictate the sentence to his/her group. These processes continue until all the sentences is finished by the students.

The Picture of Running Dictation :



P = Piece of paper (containing the sentence)

Fifth, applying technique. The students do the running dictation based on the teacher's instructions. The teacher is awarding 20 points to group who finish first, 15 points to second group, 10 points to third group, 5 points to fourth and fifth group. Sixth, reconstruction, after doing the running dictation, the students are asked to check their work for its grammar. Students need accurately the same word as the original sentence. During this activity the teacher does not provide the language input. The teacher just monitors the activity.

Seventh, correction. The students compare their work with the original sentences and make any necessary corrections. Seventh, classifying the sentence into sub skills of micro skills. Eighth, next evaluation. The teacher gives the test. The type of the test is multiple choices. The questions based on the sentence has been dictated before. Finally, the teacher asks to do pair correction to check the answers of the students.

2.4. Theoretical Assumption

A teacher may make the instructional goal of success if he/she chooses an appropriate technique in teaching so that the students can reach the target. By using running dictation students are helped to perceive the content of passage. Running dictation recently has been assumed as an effective technique for learning language especially for listening. Referring to those some theories above, the researcher assumed that running dictation could increase students' listening achievement.

2.5. Hypothesis

Based on theoretical assumption above, the reseacher's hypothesis: "There is a significant increase of the students' listening achievement after being taught through running dictation at the second year students of SMAN 1 Ambarawa Pringsewu.