

II. LITERATURE REVIEW

This chapter presents review of previous research and review of related literature. In detail, a number of concepts are represented here such as discussion of listening concepts, Listening as informative skills, teaching listening, concept of Visual Aids, concept of picture dictation, procedure of teaching picture dictation, Theoretical assumptions, and Hypothesis.

A. Review of previous Research

In this research, the researcher is interested in discussing the previous research that investigated about the listening skill. The researcher discussing some research which is investigated the listening skill with the various technique and seemed to be relevant to this research.

The previous research is M. Abraham, Zuhar (2008) from Lampung University. In the previous research, the researcher used quantitative design which used true experimental design based on pre-test post-test control group design. The research was conducted at SMP NEGERI 8 BANDAR LAMPUNG and involved two classes as the experimental class as one class as the control class. In his research, there was a significant increase of students' listening comprehension achievement after being taught by using picture dictation technique. It can be seen from the

mean of students' pre-test and post-test score in experimental class which increased from 57.35 up to 79.5 or increase 22.15. Meanwhile, in the control class the mean of pre-test and post-test only increased from 56.5 up to 58 or increase 1.5. From his research, it can be concluded that the use of picture dictation technique can increase students' listening comprehension.

Considering the research above, the researcher thinks that the picture would become a good media in listening activity. Concerning that the student in SMPN 1 is still low in grasping the listening materials. The researcher refers to the M. Abraham Zuhar research in implementing the picture in listening class. By implementing this technique, the researcher tries to increase students listening ability by helping them in grasping material better. Thus, the researcher titled research is "Increasing Students' Listening Ability at first year Students of SMPN 1 Bukit Kemuning".

B. Review of Related Literature

Considering the review of previous related research, the researcher is going to propose a review of related literature which has a relationship with this research as follows;

1. Concept of Listening

In learning English, there are four skills required to be mastered by learners namely listening, speaking, reading and writing. According to Harmer (2004) listening is one of the receptive skills because people understand the message from what they hear. Furthermore, Brown (2001:247) states that students in the

classroom always do more listening than speaking. English as language learning which talk about communicating, and communicating includes listening as well as speaking and writing.aq

Nunan (2003:24) affirms that listening is an active, purposeful process of making sense of what we hear. Moreover, McErlain (1999) states that listening can be defined as the ability to receive and decode oral communication by processing a language sample. Ideally, language demands us to produce the new language in form of speaking, writing, and reading. However, to be in further three skills of language, students need to gather the process of listening first.

As Philips (2008) states that young learners still have the difficulties in speaking and writing skill. He also argues that listening skill takes an important role for students in the beginning level as illustrated from the way of babies in acquiring language; they listen first and talk later. In addition, Pinter (2006: 45) also proposed that English should start with emphasis on listening than speaking just as in the mother tongue.

Furthermore, according to Hughes (1991: 134) there are two skills involved in listening they are:

a. Macro skill

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the

listener should get the general idea of the information, following instruction or direction.

b. Micro skill

In micro skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition sentence pattern (interrogative as request, imperative, e.g.: “Sit down!”), cohesive devices, e.g.: such as and which, detect sentence constituent, e.g.: subject, verb, object, and preposition), recognizing discourse marker (e.g.: well, oh, another thing is, now, finally), and getting the referential info (WH questions).

Furthermore, Richard (1983, cited in Omaggio, 1986. p. 126) proposes that the following are micro skills involved in understanding what someone says to us.

The listener has to:

- Retain chunks of language in short term memory.
- Discriminate among distinctive sounds in the new language.
- Recognize stress and rhythm patterns, tone patterns, intonational contours.
- Recognize reduced forms of words.
- Distinguish word boundaries.
- Recognize vocabulary.
- Recognize typical word-order patterns.
- Detect key words, such as those identifying topics and ideas.
- Guess meaning from context.
- Recognize grammatical word classes.

- Recognize basic syntactic patterns.
- Recognize cohesive devices
- Detect sentence constituents, such as subject, verb, object, prepositions and the like.

Listening is about getting the understanding of the spoken statements or passage. In getting those understanding, there are many ways and purposes that include in the process of micro and macro. Macro skills are the essential parts of listening since this skill requires the listener getting the understanding by comprehending the whole idea in general such as identifying the main idea, identifying the specific information, and identifying inference. It can be stated that in macro skill the students directly dealt with the topic discussion in getting the understanding.

Meanwhile, the micro skills aspect concern on how the listener getting the understanding of the spoken passage by identifying the small parts such as recognizing vocabulary, intonation patterns, discourse markers, getting the referential info (WH Questions) etc. in identifying the content of the spoken statements. Those elements of macro and micro are integrated each others to help the students understand the message of the spoken statements. However, concerning the focus of micro skill aspects the researcher believes that micro skills would become the gate for the students to be in the level of macro skills in which they listen and understand the topics as the whole idea.

Traditionally, this research is about getting the understanding about teachers' instructions in forming or making the picture based on teachers' intention. The main activity is about placing those things or objects in the correct place based on speakers' intentions. Thus, the students would be considered as a good listener after they were able to place those things or objects in the correct place as a complete picture. Considering the main activity that is about objects placements, the researcher refers the micro skill aspect in delivering the listening process through picture dictation such as recognizing vocabulary and getting the referential info.

2. Types of Listening

Rost (2002: 2) defines listening in four orientations or perspectives. Listening in perceptive orientation is a process of receiving and catching what the speaker says. Listening in constructive orientation is a process of figuring out and representing meaning of the message. Then, listening in collaborative orientation is a process of responding and negotiating to what speaker has said. Lastly, listening in transformative orientation is a process of creating meaning through involvement, imagination, and empathy. Those statements given above are the essential approach of listening. In essence, the goal of every approach of listening is telling the listener to understand the message of the spoken statements about.

Furthermore, Kline (1996) classifies listening into five types namely informative, relationship, appreciative, critical and discriminative listening. First, informative listening requires listeners to understand the message. In this type, there are some

aspects to be noticed, such as vocabularies, concentration, and memory that support to be a better listener and to get meaning what the speakers expect. Second is relationship listening which emphasizes on understanding another person's feelings or point of view. The special type of relationship listening is therapeutic listening which facilitates problem-solving. In addition, the purpose of relationship is to assist an individual and improve relationship between people. The effective of relationship listening is showed by quality of an individual's attention, support and empathy to others

Third is appreciative listening. It is a form of listeners' response to what they listen to, such as listening to music to speaker whom they admire in television or radio. On the other hand, this type of listening is influenced by speakers' performance, listeners' perception, and listeners' previous experiences toward the listening activity in this type. Fourth is critical listening which mainly concerns on the ability to listen critically. It is much needed by politicians, journalists, salesman's, advocates of policies and procedure, and spiritual needs. Effective critical listening depends on ethos or source of credibility, logos or logical argument, and pathos or psychological appeals. In this research, researcher chose informative listening as the listening views in seeing the aims of the listening process.

- **Informative Listening**

Different situations require different types of listening. Listening is the process of understanding of what someone said. As stated by Kline (1996) Informative

listening is the name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful in so far as the meaning they assign to messages is as close as possible to that which the sender intended. Informative listening, or listening to understand, is found in all areas of our lives. Much of our learning comes from informative listening. For example, we listen to lectures or instructions from teachers and what we learn depends on how well we listen. In the workplace, we listen to understand new practices or procedures and how well we perform depends on how well we listen. We listen to instructions, briefings, reports, and speeches; if we listen poorly, we are not equipped with the information we need.

According to Kline (1996) there are three key variables related to informative listening. Knowing these variables can help the students begin to improve their informative listening skills; that is, students would become increasingly successful in understanding what the speaker means.

- 1) Vocabulary: Increasing your vocabulary support your understanding of messages from people.
- 2) Concentration: There are lots of reasons why your concentration might slip when you are supposed to be listening to someone including: distracted by outside stimuli, trying to concentrate on more than one thing at a time, lack of interest in subject or person, lack of motivation. Make sure that you focus on what people are saying.
- 3) Memory: Your memory plays a crucial part in understanding what people are saying in three different ways.

Informative listening is an important skill in the range of different listening skills we need in our every daily lives. Using informative listening well allows us to acquire information or instructions and understand messages that speaker trying to get across. Informative listening is a type of listening that we use all the time when our primary concern is to understand a message from someone. This may be in the form of instructions, a presentation, speeches, and lecture. How much you learn from informative listening depends on how well you listen and concentrate on the central message.

Ideally, the types of listening can be synchronized with the given material of listening and related to English curriculum at school. In this research, researcher chose informative listening as the listening view. The primary concern in this research is the understanding of the content from spoken passages based on speakers' intention. The understanding in this research is the ability to place those things or object based on speakers' intention.

3. Concept of Teaching Listening

It is impossible to prepare a communicatively competence learner without teaching and practicing listening skill. Ideally, communication is started by listening and shared by speaking. As Brown (2001) states that although curriculum is dedicated to the integration of the language skills, however it is important to focus on each separate skill inappropriate dose. He also added that of all language skills, listening is the major component in language teaching and learning because in the classroom, learners do more listening than speaking.

According to Paul (2003), listening gives an opportunity to get a comprehensible input to the language. He notes that young learners need to start their English learning process with listening practice. In advance, Slattery and Willis (2008) argue that knowing how children acquire first language can help teachers in teaching second language.

In advance, there are some points to take into account by the teacher in designing classroom listening activities with young learners as mentioned by Scott and Ytreberg (2004). They are: (1) giving the students as much as visual back up as possible, (2) saying things clearly and repeatedly, (3) giving only a short/simple listening task, (4) asking for students' understanding, (5) involving the student to move about and creating movement and/or noise. In this research, researcher tries to represent visual aids to back students understanding better about the spoken topics. Picture dictations has picture as one of visual parts. The word dictation would help students to hear clearly and the kind of activity will be in a simple listening activity to develop students' listening ability.

4. The Concept of Visual Aids

The aids that help in teaching languages and that can be seen called 'visual aids. They provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of teaching.

The use of visual aids in teaching learning process can give some advantages since it cover one more sense to help the learners in grasping the materials. By using visual aids, the learners can recall the earlier information about the learning material. Rivers (1982: 1) states that the use of visual aids can stimulate the students to grasp the comprehension better by using not only one sense to cover it up. On the other hand, Cahyono (1997:114) says: The advantages of pictures are: (a) they can be used to teach some grammatical structure; (b) since pictures are more vivid, than words, so they are much easier to recall than word; (c) they can be used to teach vocabulary; (d) certain kinds of picture can be used to developed and sustain motivation; and (e) they can be used to produce positive attitudes toward English.

Cheek and Beeman (2000: 1) define a visual aid as anything the audience can see that helps the speaker get his or her message across to the audience. In advance, The usefulness of visual aids in teaching a foreign language is very clear and in spite of its clarity Lado (1964:194) states that “visual aids must remains aids” which assist to improve the process of teaching a foreign language, and Hastuti (1996: 172) defines visual aids as person, material or tools, or events that established conditions, which enables the learners to acquire knowledge, skills, and attitude. In this sense, the teachers, the textbooks, and the school environment are media.

Regarding to the researcher’s pre-observation, the researcher chose picture as one of visual aids to be presented. It was stated in the previous chapter that the

students listening ability is still low due to the lack of interpretation of spoken passage. The students seemed confused to understand the topic since they have no written transcription to help them in grasping the material. By using picture as one of visual aids, the researcher aims to prepare written transcription through listening process first to help the students grasp the material better.

5. The Concept of Picture Dictation

Picture is one of visual tool in teaching learning process which provides visual part to assist students in grasping the material. Meanwhile, the word dictation dictates the materials aloud to the students. Picture dictation is listening activity where the teacher dictates a text to the students, and the students listen carefully to the story, make a sum of theory if it is needed and then do a drawing. The use of picture is helping students to grasp the material better by recalling the earlier information. The picture dictations also provides the incomplete picture as students background knowledge in drawing activity based on teacher instructions.

Picture dictation requires very simple drawing done in respond to a simple teachers' instruction, (Heath Robert, 1988:44). Furthermore, Donn Byrne (1978:107) adds that picture dictation is a technique, which requires the listener to draw something based on the speakers' instruction. According to the Jacob and Small (2003) in picture dictation Teacher can involve not only paragraphs or writing sentence, but also a graphic organizer. Students listen to the description and do a drawing based on what they hear. On the other hand, students can

reconstruct the description text read by the teacher, as in standard dictogloss, and then drawing.

From the stated statements above, researcher assumes that picture dictation is the technique where the students gathers the listening process by listening to teachers' instruction of spoken passage and do a drawing by following teacher instruction. In the picture dictation activity, students should not aware of being unable in drawing the picture perfectly. The focus of the activity would be on the right of the object placement based on the teacher's instruction. In line with the previous listening types to be improved, researcher focuses on how far students understand the message based on speakers' intention. In short, picture dictation means that the teacher dictates something to the students, they listen carefully, and they draw something on their paper based on teachers' instruction.

6. The Procedure of Teaching Listening through Picture Dictation

Picture Dictation is the active listening in listening process. There are some procedures in presenting the picture dictation in the listening class. They are; first, the explanations of the picture dictations rule by giving the example of the activity to the students. In this part it should be clear about the subject matters by selecting the title to be discussed. The teacher should tell clearly what the students are going to do through the example of the picture.

Second is the preparation for the activity. The teacher asks the students to prepare the pencil, rubber, and the paper for the activity. Before giving the material or instructions, the teacher should prepare the complete and incomplete picture for

each passage. The incomplete picture would become the students' navigations in placing those objects or thing while the complete picture would became the evaluations for students' listening achievement at the end of the class.

Third, the activity is started by presenting the passage to the students, the First things to do is dictate the passage as a whole part. The second part, those passages was divided into sentences in form of instructions. The teacher dictates 10 instructions to the students related to the earlier passage while the students can start the drawing. The teacher can repeat the instruction twice to help the students reviewing the earlier information of the spoken statements. The teacher gives an example drawing of the things for the substitutions if there is a problem from the students who cannot draw or scared to draw.

7. Theoretical Assumption

As the gate of communication, listening skill becomes the most important aspect of language learning. To deliver the learners to be a good listener the teacher should be aware and selective in choosing technique of teaching learning. By using picture dictation, students are helped to develop their listening ability by reconstruct the detail information of the passages through the picture after drawing some instructions from the teacher. Referring to the some theories above, the researcher assumes that picture dictation can increase students' listening ability.

8. Hypothesis

Based on the theoretical assumption above, the writer would like to formulate the hypothesis as follows:

There is a significant increase of students' listening scores from pretest to posttest after being taught by picture dictation.