

II. FRAME OF THEORIES

2.1 Concept of Listening

Listening is the first skill that the students have to master before learning a foreign language. Listening is the skill that children acquire first, especially if they have not yet learnt to read. This is added by Scott and Ytreberg (2000:75) who say when the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. So in language skills, listening is the main point of studying language before other skills.

Listening is an active and creative process which requires mastery of skills, listening is the dominant means of sensory comprehension, because in listening, the listener plays a very active part in connecting the overall messages which are eventually exchanged between listener and speaker. It is obvious that listening needs thinking and memory. This statement comes from Morley (1976) who says that listening is receiving, receiving requires thinking and thinking requires memory. There are no ways to separate listening, thinking, and memory.

There are some differences types of listening based on Syque (2002:5), they are:

1. Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. We learn to discriminate sounds and phonemes of the language. And to discriminate between muscle and skeletal movements that signify different meaning.

2. Comprehension listening

In comprehension listening we try to make sense the meaning or to comprehend what others are really saying. And through understanding body language, voice, etc help us to understand what other person really mean.

3. Evaluate listening

In evaluate listening we make judgments about what other person is saying, whether something is good, bad, worthy, or unworthy. It is particularly pertinent when other person is trying to persuade us, to change our behavior or our culture.

4. Appreciative listening

In appreciative listening, we seek certain information, which will meet our needs and goals. For example when we are listening to good music, poetry or stirring words of great leader.

5. Empathetic listening

In empathetic listening we seek to understand beliefs, models, emotions and goals of other people. This requires excellent discrimination and close

attention to the nuances of emotional signals. We show the expose we get by demonstrating out empathy in our demeanor toward them.

6. Therapeutic listening

In therapeutic listening, we are not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

7. Dialogic listening

In dialogic listening, we learn through conversation and engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

For further information, it is necessary to recognize the differences between hearing and listening. Hearing is simply an awareness of a recognize sound, while listening is a continuing process including not only perception but also interpretation, assimilation, association, and reaction (Henning: 1966). In other words, listening is the first step of the main step in learning language. Listening involves students' ability to interpret, to assimilate, and to associate sounds so that they can get the main idea of the information and react properly to that information. There are two skills involved in listening as Hughes (1991:134) says:

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 instructions or direction.

b. Micro skill

In micro skill, to understand what someone says, a listener has to interpret intonation pattern (e.g. *recognize, stress, and rhythm*), recognition of function of structure (interrogatives as request, imperatives e.g. *sit down!*, cohesive devices e.g. *such as* and *which*, detect sentence constituents, e.g. *subject, verb, object, prepositions*), recognize discourse markers (e.g. , *Well; Oh, another thing is; Now, finally*).

Traditionally, the students required to concentrate on listening comprehension, which was to understand the information they hear. In line with the statement above, Danaher (1994:2) states that the macro skill of listening within foreign language learning is the most important skill for beginning students, in order to prepare them for speaking and later on for reading and writing. So, the researcher chose macro skill of listening in her research. Then why the researcher used macro skill because macro skill of listening is used to lower level of students listening comprehension in order to get specific information and general idea of the information.

Based on the statement above, listening can be said as a process of getting and comprehending general idea or general picture of something that the students' heard. Therefore, comprehending information or ideas of what is being said is important.

According to James (2006:1) listening comprehension refers to understanding the spoken language. Testing for listening comprehension must be grade-level appropriate. It happens because there are two levels of students lower and

advanced level. As James (2006:1) describes listening comprehension in to two levels, which are:

1. Lower levels of listening comprehension

This level would include understanding only the fact explicitly stated in a spoken passage and has very simple syntax and uncomplicated vocabulary.

2. Advanced levels of listening comprehension

This level would include implicit understanding and drawing inferences from spoken passages with more complicated syntax and advanced vocabulary.

Thus, listening comprehension refers to the ability to grasp general idea and to comprehend information from a spoken passage we hear. Since narrative text has familiar vocabularies, narrative text can create good atmosphere that will enable the students to understand the information they heard and reduce their insecurities.

Therefore, the researcher focused on the students who have lower level of listening comprehension, to get general idea and to comprehend simple information that was explicitly stated in a spoken passage told by the teacher.

2.2 Concept of Teaching Listening

Listening is the ability to identify and understanding what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar, and his vocabulary, and grasping his meaning (Saricoban, 1999). It means that listening requires students' ability to recognize different accent or pronunciation, grammar, and vocabulary to understand a message.

In addition, Harmer (1991: 22) states that the students need to hear the language used, so that they can both imitate the pronunciation and also subconsciously acquire some of its sound and pattern. In other words, the purpose of teaching listening is making the students to be able to pronounce words and recognizing words that heard.

Moreover, Rost (1991) states that there are some components that makes up the level of the stage of developing listening skills as follows:

1. Discriminating between sounds.

The foreign language learners only hear the meaningless noises and start to differentiate the words which have similar sounds.

2. Recognizing words.

The foreign language learners decide words which reference by the speaker.

3. Identifying grammatical grouping words.

The foreign language learners recognize the pattern of the sentence according to the words that they already heard.

4. Identifying 'pragmatic unit'.

The foreign language will try to guess the meaning of vocabulary from speaker expressions and utterances.

5. Connecting linguistics cues to paralinguistic cues (intonation and stress) and to non-linguistics cues (gestures and relevant objects in the situation) in order to construct meaning.

6. Using background knowledge (what we already know about the content and the form) and content (what has already been said) to predict and then to confirm meaning.

7. Recalling important words and ideas.

The students will keep the words in their memory through comprehension and will use its words when it's needed.

Based on the description above, the researcher wanted to develop the students' skill by testing them about background knowledge about what they have already known about the content, the form, and also content of the text. It made students' listening ability became better; there were several abilities that should be mastered well such as how to differentiate certain sounds, to know well on various words and how to group a number of words in the sentences. Students should also be sensitive to paralinguistic cues and non-linguistic cues, so they would be able to build their right guessing on the meaning and to find out the key words or key sentences that could be used to catch the idea.

2.3 Concept of Narrative Text

Narrative is a kind of text about the activities that happened chronologically in the past time. It is sometimes appear about problematic experience and resolution, it purpose to amuse and sometimes it can be have to give the moral education to the reader. This is the challenge of students to study narrative text. It happens because in the narrative there are some elements that commonly used in the narrative text. It is called plot. Narrative text can not be separated from plot. As Sofyan (1999:86) states that narrative is a story which is connected with events based on the plot. That is why using plot is the key to make students understand to the narrative text.

There are five most commonly used elements of narrative text which is known as plot, there are:

1. Exposition (the introduction of setting, situation, and main characters).
2. Complication (the event of the story that introduces the conflict).
3. Climax (the point of highest interest in terms of the conflict and the point of the story with the most action).
4. Falling down (the decisive moment for the protagonist and their commitment to a course of action).
5. Resolution (the point of the story when the conflict is resolved).

(Harmon, 2006: 4)

However, some modern narrative may not use this pattern. Their plots might be in the middle of the story with open-ended or without resolution. Narrative can include stories such as: fairy tales, fables, short stories, fantasy, legend, mystery, science fiction, biographies and autobiographies to name a few. In this research, the researcher used fables. It could be more interesting to the students because fable is a story about the behavior of animal that usually has conflict with each other.

Fables are one of the examples of narrative text that have some messages that can give moral education. It is also added by statement from Vitz (1990) who say that narratives function in a person's moral development. It develops moral effects in education and the society at large. For example those, students' narrative thinking came from actual and interrelated situations that show the validity of their moral

thinking. It happens because narratives tell about, the actions, intentions, outcomes, and personal experiences of people.

Narrative also can explain as the reasons behind human behavior. That is why our moral choices are developed by our internal self-experiences. Narrative should be used to model the principles and general actions of moralities.

According to explanation of narrative, we can conclude the characteristic of narrative is a story of human experience. It has a conflict, solving problem, and systematic.

2.4 Concept of Teaching Listening of Narrative Text through Plot

Listening is an important aspect of learning language. Omaggio (1986:45) states that listening and reading comprehension are highly complex process that draw on the knowledge of the linguistics code (language form), and cognitive processing skill. It is clear that listening need to be developed. It means that this process is not simplifying what is heard, because listening is the basic skill to learn foreign language. Most children begin hearing and telling stories before they enter school or learns to read and write.

Fisher and Tery (1980) also add that when teaching listening, the most important factor to remember is integration. It means that when listening subject is being carried on, we could not leave the other important skills in learning (speaking, reading, and writing), since these skills are related to one another. Listening is not taught as an isolated subject. Listening is only the first process of learning foreign

language, then the second process is speaking, and then reading and the last is writing.

The objectives of teaching listening is producing good listener who constructs reasonable interpretation is required. That is why Finnocchiaro (1986: 53) says the teacher needs to follow the essential steps in teaching listening, and for the next time, the students are hoped to be able to:

1. Hear the sound.

The students hear the information from the speaker in verbal communication.

2. Identify the sound.

The students make sense out of the information by using their background knowledge of the information or their former experience. Moreover, if they consider it new, they will keep it in his mind.

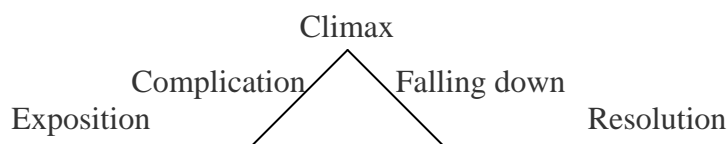
3. Produce the sound.

The students, after identifying the information, will interpret the data and respond to the listener as the reflection that they receive the information by using the means of language.

Based on that statement, the researcher intends to teach listening by giving the information to be able to see that students receive the information by using the means of language.

This information can be like a kind of text. It happens because texts usually give much information and a lot of data that can be responded by the listener as their reflection. There are many texts learnt by the students. One of the texts is narrative text. It is related to the experience or story of past time. Marahamin

(1999: 96) defines narrative as a story based on the plot. It is also added by Freytag that there is some steps of events in the narrative. This is the Freytag's pyramid:



This can be implemented in the real life that there are a lot of event that has conflict and sometimes has resolution. It will be easier to the students to understand and to know more about narrative text. For example, “Sorry Teri, I accused you. I’m a terrible friend!”. It can mean that if we have wronged other people, we must apologize.

The most important stage in teaching listening through narrative text is building knowledge of field. Nord (1980: 220) states that teaching listening through text means giving the way to the students to learning the language, since; it gives the students information by using the language. It means that the teacher should not force the students to understand the whole materials instantly. But, they should encourage the students to be able to interpret and to recognize for the needed information.

In this stage, the teacher plays important role. The teacher will provide students with everything related to the text that students will listen to. This stage provides students with vocabulary, grammar, knowledge of the story, and students' experience. Also, in this stage students will have some tasks or exercises to review their understanding about the vocabulary, and structure that they have learned. All

the activity is aimed to prepare students to comprehend the story they are going to listen to.

Teaching listening through narrative text gives the students another experience of listening English. By listening through narrative text, the students improve their vocabularies, grammar patterns, and knowledge about the culture of other countries. When the students have to retell the story, they can create it by using their own words since they already have enough vocabularies.

2.5 Procedures of Listening Comprehension of Narrative Text through Plot

Viewing the stages of developing the students' listening skill given by Rost (1991), the procedure of listening through narrative will be as follows:

1. The teacher asks about the students' favorite story in order to get their background knowledge about the story of the narrative text and play the cassette, so that the students will begin to recognize the words.
2. The students respond to it by telling difficult vocabularies and main idea of each story.
3. The teacher plays the cassette which consists of certain words based on the narrative text and asks the students to repeat the words.
4. The students practice to pronounce and produce the words based on the cassette.
5. The teacher gives the students some questions related to the narrative text consist of 5 items of multiple choices and plot of the story. The multiple choices are used in this research in order to know the students' ability in recognizing new vocabularies, while the plot of the story is used in order

to know the students' ability in comprehending information contained in a narrative text.

6. The students will listen, make some notes about the plot of the narrative text, answer and collect the questions.
7. The teacher will ask the students about their feeling in listening through narrative.

Based on the above procedure and some general guidelines for teaching listening through narrative text in class, the researcher modifies the procedure as follows:

A. Pre-activity

1. Asking the students about their favorite narrative stories that they often listen.
 - In this procedure teacher asks some of students about favorite narrative stories.
 - Students answer the question given by the teacher.
2. Telling a theory of narrative text and plot of narrative text to the students in order to get their background knowledge about the story of narrative text.
 - The teacher gives explanation about theory and plot of narrative text that is going to be presented.
 - The students pay attention to the teacher and ask some question if they do not understand.

B. Whilst-activity

3. Telling the story to the students and asking the students to listen carefully.

- The teacher plays the cassette and asks students to listen to the story.
 - The students listen to the story and try to find the difficult words and the main idea of the story.
4. Telling the story once but slowly while writing difficult word and their meanings in the board.
- The teacher plays the story once and asks them to write difficult words.
 - The students listen again to the story and write the difficult words then giving the meaning of those words.
 - This is expected to help the students to understand the story.
5. Giving the students five questions of multiple choices and asks them to cross the right answers by listening again to the story.
- The teacher gives five questions of multiple choices and asks them to cross the right answers by listening again to the story and discussing it with their groups.
 - Students answer the question within their groups.
 - This activity is used in order to know the students' ability in comprehending information contained in a narrative text.
6. Asking the students to tell the plot of the story in front of the class.
- The teacher asks some of them to telling the plot of story that they have heard.
 - The students tell the plot of story and if they have difficulties some of them who act as listeners help their friends to tell the story.

- This is done to find out the students comprehension of the story.

C. Post-activity

7. If the students have achieved the listening target, the teacher discusses it together with the students.

The aspects of listening deal in this research are: recognized words, using background knowledge and content to predict and to confirm meaning, and recalling important words and ideas.

2.6 Advantages and Disadvantages of Teaching Listening of Narrative Text through Plot

The advantages of teaching listening through narrative text are:

1. It is very easy to prepare and to apply.
2. It promotes feeling of well being and relaxation during the teaching learning process.
3. It encourages the students to be active participants.
4. It stimulates the students' imagination and inner pictures.
5. It helps the students to gain verbal proficiency.
6. It gives variance to the students in listening class, not only the material but also the environment, so that avoid the students' boredom.
7. It encourages the students to cooperate with their friends since they have to tell the story to their friends.
8. It enhances the students listening skill. (Stoyle, 2001:2)

The disadvantages of teaching listening through narrative text are:

1. A little bit time consuming, especially for the narrative text, this has long time duration.
2. It takes much time in remembering the story plot and practicing to do the performance.
3. The students might get bored and will not listen to the story if the teacher can not tell the story well.
4. It is difficult to mark the students' mistake unless the teacher asks the students to retell orally one by one. (Stoyle, 2001:3)

2.7 Theoretical Assumption

Listening is critically important in learning a language since with good listening comprehension one was able to develop other common skills that will help the students to learn a language. English was taught at the first year of Junior High School to help students to understand the basics of English and prepared them for a higher study. However, most of students still got difficulties when it came to listening activities since the students felt uncomfortable, they were not accustomed to be involved in listening activities. Furthermore, the using of media is considered to interest the students.

The solution for these problems might be that teacher should help the students to improve their listening comprehension by using interesting media such as by using narrative text. Narrative text can be a nurturing way to help the students to improve their listening. To communicate clearly between people is an art, and it is necessary in life. Narrative text gives opportunities to explore themselves and

practices themselves to be good listeners, furthermore it enables people to understand or to comprehend what was heard. Through listening practice, the students are accustomed in understanding oral language, which later on help their mastery of written language and support their success in communication. Teaching listening of narrative text through plot can be said as a teaching that can increase students listening comprehension using narrative text.

2.8 Hypothesis

Teaching listening of narrative text through plot can make the students to be more creative in using their imaginary, for example when they have to make a short story, it will be easier for them to create it without running out of idea. Teaching listening of narrative through plot also help them to enjoy the listening class, so that they are able to absorb the materials and have no difficulty in doing the exercises.

Therefore the hypothesis of this research:

“There is a significant increase of the students’ listening comprehension of narrative text after they are taught through plot”.