

CHAPTER II LITERATURE REVIEW

There are some concepts related to the research. In literature review, the section discusses several concepts such as concept of listening, concept of teaching listening, concept of dictogloss, kinds of dictogloss, procedure of using dictogloss, advantages and disadvantages of dictogloss, and theoretical assumption.

2.1 Concept of Listening

Listening is an active process requiring participation on the part of listener.

Margaret (1988:19) states that listening is an active process in which the listener plays a very active part in constructing the overall message that is actually exchanged between the listener and speaker. The idea above indicates that the listeners are actually playing an active role because they should have ability to digest the message of the speaker. Therefore, the listener should listen to the speaker carefully.

According to Howatt and Dakin in Saricoban (1999:1), listening is the ability to identify and understand what others are saying. Morley (1991:2) states that listening is the most common communicative activity in daily life; we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Moreover, Underwood (1985:1) defines listening as the activity of paying attention and trying to grasp the meaning of something we hear. It is clear then, that listening has the largest portion in communication rather than

the other skills. A listener must listen to something before he or she starts to speak, and this activity involves understanding the speaker's accent or pronunciation, his grammar and vocabulary and then grasping his meaning.

There are several types of listening Syque (2002:5):

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 understand what other person really mean. In communication, comprehension often benefits from drawing out of key facts and items from long spiel.

3. Evaluative listening

In evaluative listening, we make judgments about what the 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 our 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.

In terms of the skills of listening, there are two main divisions Hughes (1991:134):

1. 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 directions.

2. 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 structures (interrogative as request, imperatives e.g. *sit down!*), cohesive devices e.g. *such as* and *which*, detect sentence constituents, e.g. subject, verb, object, prepositions), recognizing discourse markers (e.g. *Well; Oh, another thing is; Now, finally*).

In this research, the students were required to concentrate on comprehension listening that was to understand the information they hear and belong to macro skill. The research was focused on the macro skill since the researcher used Dictogloss that measured the specific information and the gist of the text that the students should get from the text.

Malkina (1995:41) states comprehension can be described as the process which enables the receiver to make meaning from verbal and non-verbal information. Non-verbal information may include background knowledge based on experience or visual information (mental pictures). According to James (2006:1) listening comprehension refers to understanding the spoken language. Testing for listening comprehension must be grade-level appropriate.

Furthermore, James (2006:1) divided listening comprehension into two levels, which are:

1. Lower levels of listening comprehension

This level would include understanding only the facts 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 passage with more complicated syntax and advanced vocabulary.

Thus, listening comprehension refers to the ability to grasp idea from a spoken passage we hear. Therefore, in this research, to suit with the students understanding of a spoken passage, the researcher refers to the advanced level of listening comprehension to get ideas and to comprehend information that was explicitly and implicitly stated in a spoken passage which belongs to macro skill.

2.2 Concept of Teaching Listening

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

According to Swift (2007:18), teaching listening suggest that we need to take a more active approach to improve listening abilities, by focusing on the specific problems that the students have and planning listening activities, which will help to resolve the problems.

There are two approaches involved in listening according to Swift:

1. Bottom-up processing

The bottom-up approach sees comprehension as a matter of listeners first decoding (or understanding) the smallest elements of what they hear-the elements of sounds.

2. Top-down processing

The top-down approach sees understanding as starting from the listener's background knowledge of the non-linguistic context and of working down towards the individual sounds. Listeners will actively interpret what they hear in terms of their understanding of the situation and the world in general.

According to Wong (2005:4), way of treating the teaching and learning of listening by focusing on how to get the main ideas, the gist or the meaning in listening materials even when it is clear that the learners have not been able to identify a lot of the speech sounds is often called the top-down processing approach.

Brown (1990:255) states that the objectives of teaching listening are producing good listeners who construct reasonable interpretations on the basis specified input and recognize when specific information is required. In addition, it was necessary for the teacher to follow stages in teaching listening with hope the students will be able to comprehend the story.

Garvie in Malkina (1995:4) sees the following stages of development in a child's ability to comprehend are:

1. The learner picks up “clues”

In this stage, the learner found some clue to comprehend through words or picture, which helps them to construct meaning.

2. The learner develops coping skills

After having the clues, the students will then grasp and manage the information they have heard.

3. The learners get the gist or general picture of the message and much of the supporting detail.

Thus, teaching listening is a process of giving the students chances to learn the language through information, in which through the stages of comprehending in teaching listening, the students will be able to obtain and to understand general idea of the information.

2.3 Concept of Dictogloss

In the Dictogloss, a short passage, designed to practice a particular grammatical feature, is read twice at normal speed by the teacher. Students individually try to write down as much as they can, and subsequently work in small groups to “reconstruct” the text; that is, the goal is not to reproduce the original, but to “gloss” it using their combined linguistic resources (Wajnryb 1990: 12).

Dictogloss is a technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they heard (Ruth Wajnryb, 1988:43).

Dictogloss can be defined as two words, “dicto” and “glossary” means that a technique in teaching listening process by dictating the students and asking the students to make a sentence and rewrite the text by giving them glossary in related by the text.

Dictogloss can develop student’s listening skill, because they listen what teacher dictates in a short piece of text. It also highlights student’s grammatical competence through reconstruction, paraphrase and analysis of the text. In addition, it also uses as both a diagnostic tool, to find out what students do and do not know about the specific topic, as well as a tool to build knowledge of a topic, through communicative strategies.

Dictogloss represents a major shift from traditional dictation. When implemented conscientiously, Dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co learners. These principles flow from an overall paradigm shift that has occurred in second language education (Jacobs & Farrell, 2001). The principles can be described like the following;

1. **Learner Autonomy.** In Dictogloss, as opposed to traditional dictation, students reconstruct the text on their own after the teacher has read it aloud to them just twice at normal speed, rather than the teacher reading the text slowly and repeatedly. The students need to help each other to develop a joint reconstruction of the text, rather than depending on the teacher for all the information. Furthermore, the students have opportunity to see where they have done well and

they may need to improve. The students gain insights into their own linguistic shortcomings and develop strategies for solving them by working through reconstruction with a partner. They also can ask for a pause in the dictation and elaborate the text.

2. Cooperation Among learners. This make students cooperate with their friends. They work with their team to reconstruct the text.
3. Curricular Integration. All four language skills i.e., listening, speaking, reading, and writing are utilized in Dictogloss. In dictation the text, the students will use their listening skill, after that they will discuss their reconstruction with the partner, then reading the text in front of the class to compare with the original text and the last write down the reconstruction.
4. Focus on Meaning. In this research, the students focus in getting the specific information of the text. They grasp the meaning of idea in the text.
5. Diversity. The students who have larger vocabularies and greater content knowledge in the topic of the text can help with that part of the reconstruction, and those whose interpersonal skills are better developed may often help coordinate the group's interaction.
6. Alternative Assessment. Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text (Derewianka, 1990). As students discuss with each other during Steps 4 and 5, teachers can listen in and observe students' thinking as they about a task. This real-time observation of learners' thinking process offers

greater insight than does looking at the product after they have finished. In this way, Dictogloss supplies a process -based complement to traditional product-based modes of assessment. Furthermore, students are involved in self assessment and peer assessment.

7. Teachers as Co-learners. The students are not only work with the researcher but their friends too. The researcher is not as all knowing sages but they can discuss with their group in reconstructing the text.

In this research the researcher would integrated all of those principle.

2.4 Kinds of Dictogloss

The following types of dictogloss are based on theories exposed by Sariieva (2004) they are:

2.4.1 Variation A: Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text that has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level.

- a. Students sit with a partner, desks face-to-face rather than side-by-side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss but do not write what they think they heard. As with standard Dictogloss, the students' reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.

- b. One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.
- c. Students compare their reconstruction with the original as in Step 5 of the standard procedure.

So, in this variation they will work in pair to reconstruct the text that they have heard. Then, it will compare with the original text.

2.4.2 Variation B: Student -Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

- a. After reading the text once at normal speed with students listening but not taking notes, the teacher reads the text again at natural speed and continues reading until the end if no student says "stop" even if it is clear that students are having difficulty. Students are responsible for saying "stop, please" when they cannot keep up and "please go back to (the last word or phrase they have written)." If students seem reluctant to exercise their power to stop us, we start reading very fast. We encourage students to be persistent; they can "rewind" the teacher as many times as necessary. The class might want to have a rule that each student can only say "please stop" one time. Without this rule, the same few students – almost invariably the highest level students - may completely control the pace.
- b. The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once, anyone can again control one time, until all have taken a turn. Once the class comprehends that everyone can

and should control the teacher if they need help, this rule need not be followed absolutely.

- c. Partner conferencing (Step 4 in standard dictogloss) can be done for this variation as well. Student-Controlled Dictation can be a fun variation, because students enjoy explicitly controlling the teacher.
- d. Another way of increasing student control of dictation is to ask them to bring in texts to use for dictation or to nominate topics.

The main point on this variation is the rule. The students can control the teacher whether to stop, pause, and then continue. Teacher is the only source of sound here. And the task of the students is reconstructing not photocopy or write down all the text.

2.4.3 Variation C: Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

- a. A text - probably a longer than usual one - is divided into four or five sections. Each student is given a different section. Thus, with a class of 32 students and a text divided into four sections, eight students would have the first section, eight the second, etc. Students each read the section they have been given and try to

understand it. If the text is challenging, students with the same section can initially meet in groups of three or four to read and discuss the meaning.

- b. In their original groups, students take turns reading their section of the text as the teacher would for standard dictation while their group mates take notes.
- c. Students work with their partners to reconstruct the text, with the students taking the role of silent observer when the section they read is being reconstructed.
- d. For the analysis, Step 5 of the standard procedure, each student plays the role of the teacher when the section they read is being discussed. Every group member eventually plays the role of teacher.

Student-Student Dictation can also be done by students bringing in the own texts rather than using a text supplied by the teacher. So, the teacher should make sure that the students really understand with the rule of dictogloss. Then, this activity will run well.

2.4.4 Variation D: Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

- a. Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.
- b. Students work with a partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues (sketch, flow chart, photo, mind map) that represent some elements of the story. This aids

comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

So, the students should build the same length in reconstruct the text from the original text. Although, it doesn't use the original text, but use such kind of clues then it will summarize.

2.4.5 Variation E: Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

- a. The teacher jumbles the sentences of the text before reading it to students.
- b. When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order.
- c. When analyzing students' reconstructions, the class may decide that there is more than one possible correct order. This fits with the overall spirit of dictogloss, i.e., that there is no one correct way to achieve a communicative purpose, although there are certain conventions that should be understood and considered.

This variation is quite difficult for the student. They will hear a jumble text. So, their task is reconstructing a jumble text into a logical order. Then, there will be variation answer too. It will develop based on their opinion. So, there will be more than one possible correct order.

2.4.6 Variation F: Elaboration Dictogloss (Airey, 2002)

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it.

- a. This dictogloss method may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.
- b. After taking notes on the text read by the teacher, as in Step 3 of the standard procedure, students reconstruct the text. Then, they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations. For instance, part of the text read by the teacher might be: *Today, many students use bicycles*. Students could simply elaborate by adding a word or two: *Today, many Japanese college students use bicycles*. Or, a sentence or two could be added: *Today, many students use bicycles. This reduces air pollution and helps students stay fit. However, bicycle riding in a crowded city can be dangerous.*

Before doing this activity the teacher might give such kind of background knowledge to the students or builds up their schemata. It will help the students to elaborate the text that will be heard by them. After hearing the text they can reconstruct the text then elaborate it. The text can elaborate by adding the adverb and adjective.

2.4.7 Variation G: Dictogloss Opinion

In 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 text. If student commentary is inserted

throughout the text, it promotes a kind of dialogue with the original authors of the text.

The type of this variation is quite unique. Beside, reconstructing the text the students also should give their opinion about the text. They can give all off their opinion and write down the opinion after the reconstruct text.

The researcher would use standard Dictogloss in cycle 1. By using this variation students' can discuss with their pair after each section of the text that has been read, then in cycle 2 it was changed into summary Dictogloss.

2.5 Procedures of Teaching Listening through Dictogloss

According to Jacob (1990), the basic format of teaching listening through Dictogloss can be cited as follows:

1. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, e.g., narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proficiency level.

3. The teacher reads the text again at normal. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed. In this case, they only listen to teacher dictation and try to get the gist of the text. Later teacher read the text again. Here students can take a note and write down important word.
4. Students work in pair to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type, e.g., procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.
5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

This procedure takes from one of the variation of the Dictogloss. It is standard Dictogloss. So, in her research the researcher will use this way in cycle 1 and it was changed into summary Dictogloss in cycle 2. The text was narrative which is suitable with students' proficiency. In this research the target is first grade of senior high school students.

2.6 Advantages and Disadvantages of Using Dictogloss

2.6.1 Advantages of using Dictogloss

There are certainly advantages in using Dictogloss.

2.6.1.1 For teacher

- a. Dictogloss involves the whole class, no matter how large it is. Since, teacher read the text automatically students in the class involves themselves to listen the text carefully. It is because Dictogloss need more concentration in listening. Students are forced to listen because in Dictogloss they reconstruct the text with their own word. For example, teacher read the text loudly and clearly, while teacher read the text, students write down the inferences. So, it can involve the whole class.
- b. Correction can be done by the students, because all students have the same topic about the text, so they can do pair correction.
- c. Dictogloss can be prepared for mixed ability groups, for example in reconstruct the text. They are divided into some group without any discrimination. It is to avoid in one group all the member have a good students and in contrast in one group all of the member are not quite good students.
- d. Teacher can move about giving individual attention. Therefore he or she may know the weaknesses and strongest each individual.
- e. Dictogloss can provide access to interesting text, by introducing a topic, example, or summarizing it.

2.6.1.2 For students

These technique also have advantages for the students, they are:

- a. Dictogloss can help the students to develop their four language skill.
- b. Dictogloss helps to develop short-term memory.
- c. Dictogloss helps the students in active learning.

2.6.2 Disadvantages of using dictogloss

There are also disadvantages of using dictogloss:

- a. Dictogloss just gives short-term memory not long term memory.
- b. Dictogloss just reconstruct the text without focus on grammar.

2.7 Theoretical Assumption

Teacher might make some goal to success the learning process. He could choose the appropriate technique in their teaching listening, so that the students could reach the target. By using Dictogloss in developing listening skill, students might be able to develop their four integrative ways. The reason was because they used their background knowledge before learning. Finally, it could be assumed that by using Dictogloss students could develop their skill in listening.