

## II. FRAME OF THEORIES

In this chapter the researcher uses some concepts related to this research. The concepts are concept of listening, concept of comprehension, concept of listening comprehension, concept of teaching listening comprehension, concept of short story, concept of narrative text, teaching procedures, advantages and its disadvantage of using short story, theoretical assumption and hypotheses.

### 2.1 Concept of Listening

According to Morley (1991:82), *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. Because it is the first skill when we learn a language, Margareth (1988:13) states that *listening* is considered as the first step in learning a language. It means that learning a language is started from listening.

Syque (2002:5) differentiates the types of listening, as follows:

1. Discriminative Listening

Discriminative Listening is the most basic type of listening, whereby the difference between sounds is identified. Here, the listener learns to distinguish between sounds and phonemes of the language also to discriminate between muscle and skeletal movements that signify different meaning.

2. Comprehension Listening  
In this type of listening, the listener tries to understand what others are saying. And through understanding body language, voice, can help the listener to understand the messages from others, because that is the key of communication.
3. Evaluative Listening  
In this type of listening, the listeners make a judgment of other person statement, whether something is good, bad, or worthy.
4. Appreciative Listening  
In this type of listening, the listener seeks certain information that can meet the listener needs or goals.
5. Empathetic Listening  
In this type of listening, the listener tries to understand other people's beliefs, models, emotions and also goals. This type of listening obligates the listener to be excellent in discriminating the nuances of emotional signals.
6. Therapeutic Listening  
In this type of listening, the listener is not only has emphatic feeling but also has deep connection in order to aid the speaker understand, change or develop in some way.
7. Dialogic Listening  
In this type of listening, the listeners 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.

Those are the types of the listening that proposed by Syque. The researcher will use the comprehension listening type since it is the most appropriate type be used to the problem faced by the researcher i.e increasing students listening comprehension achievement.

## **2.2 Concept of Comprehension**

Krashen (1981:102) states that comprehension plays a central and predominant part in the whole of language learning process. Richard (1985) asserts that *comprehension* is the process by which a person understands the meaning of the written or spoken language. Furthermore Malkina (1995:41) states that *comprehension* can be described as a 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).

### **2.3 Concept of Listening Comprehension**

Listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processes (linguistic knowledge) and top-down processes (prior knowledge) to comprehend.

Underwood (1985:1) defines that *listening* as the activity of paying attention to and trying to grasp meaning of something we hear. Not only listening serves the basic input to interact in spoken communication and continue to the next skill, but also it has the largest portion in communication rather than other skills. *Listening* is defined as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text. In this term, the listeners play a very active part in connecting the whole message that is eventually exchange between the speaker and listener. Thus, the listener must concentrate in order to find the information or the message.

According to Huges (1991:134) there are two skills that can be involved in Listening comprehension process, 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 instructions or direction.

**b. Micro Skill**

In micro skill, to understand what someone says, a listener has to interpret intonation pattern, recognition of structure function, cohesive devices, detect sentence constituents, and recognizing discourse markers.

Thanajaro (2000: 24) defined *listening comprehension* as the ability to recall and understand information presented orally. This information might be presented through a book, film-strip video or felt of board. Thus listening comprehension refers to the ability to grasp the meaning of the oral information listeners heard with full understanding. While James (2006:1) says that listening comprehension refers to understanding the spoken language.

In line with that statement, he divides listening comprehension into two levels. They are:

**1. Low Level**

This level includes understanding, only the facts explicitly states in a spoken passage and has very simple syntax and uncomplicated vocabulary.

## **2. Advance Level**

This level includes implicit understanding and drawing inferences from spoken passages with more complicated syntax and advance vocabulary.

Thus, listening comprehension is the ability to comprehend the idea and specific information of a spoken passage.

### **2.4 Concept of Teaching Listening Comprehension**

In language learning, there are four skills that must be mastered by the learner namely: Listening, Speaking, Reading, and Writing. Listening is the most important skill that must be acquired by the learner, and it always comes first before the other skill do. It is in line with Mc. Itosh (1979) who states that listening comprehension is one of the most important and fundamental language skills.

Listening of course come first in acquiring a foreign language, because before someone understands and attempts to speak or respond the message, he has to hear the sounds, words, and speech pattern of the target language. In conclusion, if someone wants to speak or giving response, he should get such a comprehensible input through listening. Therefore, the teachers are expected to be able to select and use the appropriate method or teaching aid in teaching listening comprehension based on students' background knowledge of English.

Hedge (2000:230) states that generally listening strategies is divided into two classifications, they are:

1. Top down strategy

In top down process, the listener taps down into background knowledge or the topic, the situation or the context, the type of the text and the language. The background knowledge activates a set of expectations that helps the listeners to interpret what is heard and anticipate what will come next.

Top-down strategy emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down strategies was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context. For example, when presented with the sound /m / it is not possible to predict which sound follows it. However, if presented with this sound in a context such as “The cat sat on the /m /,” then it is quite easy to predict that the following sound is likely to be /t/. This suggests that listeners rely on more than just the acoustic signal to decode a verbal message; they rely on the prior contextual knowledge as well.

The top down strategies include:

(1) Predicting, (2) Identifying the speaker, (3) Evaluating the themes, (4) Finding the main ideas, (5) Finding supporting details, (6) Making inference, and (7) Getting the gist of the sentence.

## 2. Bottom up process

Bottom up process refers to decoding process. The decoding of language into meaningful unit, from sounds waves into meaning. The listener relies on the language in the message that is combination of sounds, words, and grammar that creates meaning. The bottom up process may include:

(1) Listening for specific detail, (2) Recognizing words order pattern, and  
(3) Recognizing cognates.

Wong (2005:4) states that the way of learning listening by focusing on how to get the main ideas, the gist of meaning in listening materials even when it is clear that the learners have not been to identify many speech sounds is often called the top down processing. Therefore, the researcher focused on top down processing since it encourages students to listen for overall understanding and the gist of the text without necessarily retaining all the small details or being able to repeat back exact words the speaker used. Besides that, the students are expected to answer detail comprehension questions that are explicitly stated in oral passage.

Brown (1990:255) states that the objective of teaching listening are producing good listeners who construct reasonable interpretations on the basis specified input and recognize when specific information is required.

## **2.5 Concept of Short Story**

Short story is a form of short fictional narrative prose that tends to be more concise and to the point than longer works of fiction such as novellas and also novels (Larkin, 2006:1). Keegan (2003) defines short story as a narrative, rarely over 10,000 words or below 500 words, more commonly 1,500-5,000 words a single-sitting read, but with enough time and weight to move the reader. In common, short story consists of about 1.500 until 5.000 words that has a clear beginning, middle, and ending. The usual characteristic of short story focus only on one event, has one plot and one setting, limited characters, be able to read in one sitting and take short time.

Students that have inadequate vocabulary still can imagine and enjoy the story because short story consists of words that familiar to them. As Halliwell (1992:7) states that imagination may give powerful stimulus in language use in the learning process.

## **2.6 Concept of Narrative Text**

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning listening, teachers must select interesting listening material to teach listening.



Narrative Texts is chosen as the listening material. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2006 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

Kind of narrative story are as follows:

- a. Folktale is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*
- b. Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderela*.
- c. Fables is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*
- d. Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*

- e. A legend (latin, *legenda*, "things to be read") is a narrative of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale verisimilitude

<http://understandingtext.blogspot.com/2011/03/kinds-of-narrative.html>)

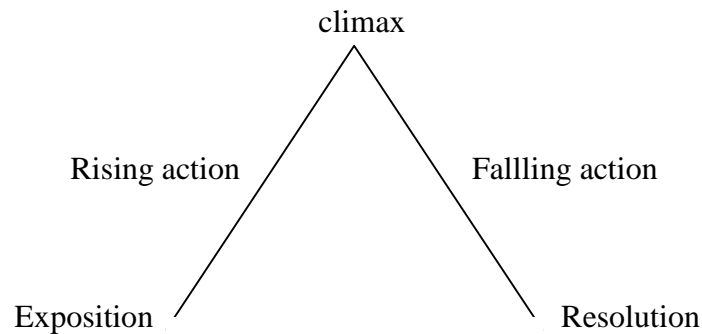
Anderson (1997: 14) states that a good narrative uses to paint a picture in our mind of:

- a. what characters look like (their experience),
- b. where the action is taking place (the setting),
- c. how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



That picture is known as the Freytag pyramid. The idea of the Freytag pyramid is to serve as a kind of blue print or map which can be used to guide us systematically.

The Freytag pyramid consists of:

- a. The exposition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problems/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

(Neo, 2005: 2)

On the other hand, Anderson ( 1997: 8) states the constructions of a narrative text are:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpcted did not happen. This complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event/Climax

This is where the narrator tells how the character reacts to the comlication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audiens is given the narrator's poiunt of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

e. Reorientation

It is an optional closure of event.

## 2.7 Teaching Procedures

The researcher's purpose was to make it easier for students to improve their listening comprehension. The writer took some steps in teaching listening comprehension as follows:

### a. Pre-activity

1. Students' attendance list is checked .
2. Students are given several instructions of what they are going to do .

### b. Whilst-activity

1. Students are given a picture dealing with the story before the cassette is played. (Predicting)
2. Students are asked to tell what they know about the story they are going to listen. (Activating their schemata)
3. Students are asked to listen to the cassette once. (Evaluating the themes of the story)
4. Students ask some difficult vocabularies.
5. Students see white board that fill of their difficult vocabularies, and they are given a sentence, its synonym so they can be triggered to guessing the meaning of difficult vocabularies. (Predicting)
6. Students listen to the cassette for the second. (Finding the main ideas and the details)
7. Students make groups, each consists of four, to discuss about the text they have listened and answer some questions based on the story. (Making inference and get the gist)
8. Students come to the front to discuss their answer.

**c. Post-activity**

1. Students tell the difficulties related to the topic.
2. Students reflect what they have learnt.

**2.7 Advantages**

There are the advantages when we use short story in teaching listening, According to Stoye (2001:2) there are several advantages of using short story.

He states that short story can:

1. Promote a feeling of well being and relaxation.
2. Encourage the students to be active participants.
3. Enhance listening skill.

**2.8 Disadvantages of Using Short Story**

Stoye states that it can enhance listening skill but we can find its disadvantages, short story: Depends on the teacher ability, sometimes we have a good short story but unfortunately the teacher has soft voice and some incorrect pronunciation, so this might make the students have misunderstanding about the words.

This disadvantage has to be considered and also be solved in order to make students listening mastery increase, we can find a good short story that are

spoken by native speaker through internet in order to avoid such as a mispronouncing word.

## **2.9 Theoretical Assumption**

Depdiknas has stated goals for students to achieve. One of the aspects of English subject in Senior High School to achieve is listening. It is a major skill in learning a language. Listening is complex skill have to be achieved. Students still find difficulties in listening comprehension, there are many aspects that can make students' listening score low. The problem may come from students themselves, motivation of listening, media used or even teacher. According to Rahayu (2005:22), one of the problems come from media used by teacher, the media is not interesting because the media is in the form of long story. On the other hand, Stoye (2001: 2) states that short story promotes feeling of well being and encourages the students' to be active participants and enhance the students listening skill. According to these statements the researcher assumes that short story will help students increase their score in listening score. Hopefully through top down strategies the students got better listening comprehension.

## 2.10 Hypotheses

The hypotheses of the research are as follows:

- $H_0$  : There is no significant increase of students' listening comprehension achievement after thought using top down strategy in short narrative story at the second grade of MA Daarul Ma'arif Natar
- $H_1$  : There is significant increase of students' listening comprehension achievement after thought using top down strategy in short narrative story at the second grade of MA Daarul Ma'arif Natar