

II. FRAME OF THEORIES

A. The Concept of Listening

Morley (1991:82) 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. It is also supported by Hurberner (1959:28) who states that in acquiring a foreign language, listening come first. Before someone understands and attempts to speak, she/he has to hear the sound, words and speech pattern of other language.

Wolvin and Coakley (1992:7) indentify four different kinds of listening:

a. Comprehensive (Informational) Listening

Comprehensive listening involves understanding a speaker's message in totality. It involves precise interpretation of the message and its meaning. This kind of listening is generally practiced in the classroom where students remember what they have heard in a lecture and rely upon it for future use.

b. Critical (Evaluative) Listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being

said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

c. Appreciative (Aesthetic) Listening

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film.

d. Therapeutic (Empathetic) Listening

In therapeutic listening, the listener has a purpose of 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.

Traditionally, secondary schools have concentrated on to comprehensive and critical kinds of listening. Teachers need to provide experiences in all four kinds. For example, listening to literature read, listening to radio plays, and watching film develop appreciative in addition to comprehensive. In this research, the researcher focuses on comprehensive listening and critical listening. The researcher wants the students get the message from the short stories and feel enjoy when they listen the stories.

B. The Concept of Listening Comprehension

Listening plays a significant role in the language learning. It is evident that children listen and respond to language before they learn to talk. When it is time for children to learn to read, they still have to listen so that they gain knowledge and information to follow directions.

According to Hughes (1991:134) there are two skills involved in the listening.

They are macro skill and micro skill.

- 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 etc. in this study, the researcher focuses on the macro skill in terms of identifying the main idea, specific information, inference of the text, and vocabulary. The explanation of each term will be elaborated below:

1. Identifying the main idea

Identifying the main idea of a text is one of the most important specific comprehension skills. Ophelia Hancock (1987: 54) defines that the main idea is the essence of the text, or rather what the speaker is trying to get across to the listener. In other words, that is what the speaker wants listener to know about. So, the main idea is the important idea that the speaker develops throughout the text.

2. Identifying specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

3. Identifying inference

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The listener will be able to do this by making use of the

context in which the word occurred, in order to give him a rough idea of its meaning.

4. Vocabulary

Vocabulary is the stock of word used by the people or even person.

- Micro skill

In here, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition of faction of structures (interrogative as request, imperative e.g. sit down!, cohesive devices e.g. such as and which, detect sentence constituent e.g. subject, verb, object, preposition) recognizing discourse marker (e.g. well; oh; another thing is; now; finally)

Traditionally, the students are required to concentrate on comprehension listening that is 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 beginner students, in order to prepare them for speaking and later for reading and writing.

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. Malkina (1995: 41) states comprehension can be describe as that 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 (metal pictures). According to James (2006:1)

listening comprehension refers to understanding the spoken language. Testing for listening comprehension must be grade level appropriate.

James (2006:1) describes 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. Advance 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 short story has familiar vocabularies, short story can creates good atmosphere that will enable the students to understand the information they heard and reduce their insecurities.

Therefore, in this research, to suit with the students understanding of short stories, the researcher will refer to the lower level of listening comprehension to get general idea and to comprehend simple information that is explicitly states in a spoken passage told by the teacher.

C. The Concept of Short Stories

Larkin (2006:1) states that short stories are a form of short fictional narrative prose that tends to be more concise and to the point than longer works of fiction, novellas and novels. According to Hamilton and Weiss in Forest (2007:3) stories

are the oldest form of education. Stories capture the imagination, engaging the emotions and opening the minds of listeners.

Short stories have its origin in the prose anecdote, a fast designed situation that comes rapidly to its point, with similarities in oral story telling traditions. Short stories shape miniatures forms of art according to the authors to its listeners.

According to Poe (2005), a short story must have following characteristics:

1. It must produce a certain unique effect.
2. It must have brevity (a reader should be able to read it in “one sitting”)
3. It must have intensity.
4. It must begin with the first sentence (i.e., not spend too long on background setting, introducing of characters, etc.)

Concerning with the description above, short stories has some characteristic. It means that in teaching through short stories not spend too long on plot and limited characters. So it will make the students easier in understanding the short story.

In addition, Doutroupe (2005:2) states the lengths of short stories are varied. It may range from short story of 500 words up to the long short story of 12.000 words, commonly 1.500-5000 words that has clear beginning, middle, and end. Usually a short story will focus only on one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time.

According to Miall (2002) summaries some short story components as follows:

1. Setting: time, place, environment.
2. Characterization: change, traits, complexity (round, flat)

3. Structure plot: time, episodes, conflict.
4. Diction: discourse (direct, indirect, free indirect), style, figurative, allusive, symbolic.
5. Narrator: tone, point of view, omniscient/ limited omniscient/ participator.
6. Emotion: in story, reader, from form.
7. Point: interpretation, theme, moral.

Referring to the components above, in listening through short stories, the learners have to focus on the component of the short stories. They have to know where the story happens, the characters are who involve in the story, and they have to concentrate the message of the story.

D. The Concept of Top - Down Approach

According to Bulletin (1952) in Saricoban (1999: 1) listening is one of the fundamental language skills. It is a medium which children, young people and adults gain a large portion of their education – their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication and much of it is oral, it is of vital importance that our pupils be taught to listen effectively and critically.

According Swift (2007: 18) suggests that in teaching listening we need to take a more active approach to increase listening abilities. By focusing on the specific problems that the learners have and planning listening activities, it will help to solve the problems.

There are two approaches involved in listening in Swift's opinion, they are:

1. Top-down Approach

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. In top down process, the listener taps down into background knowledge of 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. The top down process include:

- Listening for the main idea

The main idea is the message the author or speaker is trying to say. Listen for the main idea is usually found at the beginning of the listening passages. The main idea should provide the story is importance, and the lesson moral that can be learned from listen the story.

- Predicting

In people's daily life, when people listen to a story, watch a film, or attend a lecture, they often predict what is coming next. And it is the same case in a conversation. When they hear some signal words, they can predict the speaker wants to tell the reason, the purpose, the suggestion or a result, etc of an action. If the students carry this skill over to the listening of English, they will find that listening in English is not as difficult as they used to think. Predicting in listening makes the students play an active role in the process of listening comprehension.

- Drawing inferences

Drawing inference is the activity of reaching an opinion from facts or reasoning. In people's daily life, people often use this listening skill to catch the speaker's real intention beyond their spoken utterances. If the listener makes an incorrect inference, it will lead to misunderstanding in communication. And because of lack of target language environment, most of the time, the students have to learn to make inference by listening to the transactional conversations, monologues and passages. Drawing inference is to understand what the speaker suggests, who and where the speakers are, what they are talking about, and what their relationship to each other might be, what has just happened, what is going to happen, and so on.

- Summarizing

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

2. Bottom-up Approach

The bottom-up approach sees comprehension as a matter of listeners first decoding (or understanding) the smallest elements of what they hear the element of the sounds. The listener relies on the language in the message that is combination of sounds, words, and grammar that creates meaning.

The bottom up process might include:

- Listening for specific detail

- Recognizing words order pattern
- Recognizing cognates

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 learners have not been able to identify a lot of the speech sounds is often called the top-down processing approach.

Therefore, the researcher will use the top-down approach since this approach encouraged the students to listen for overall understanding and to get the gist of the text. The student's were expected to answer detailed comprehension questions that are explicitly stated on a written passage told by the teacher.

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

E. The Procedures of Teaching Listening Short Stories through Top Down Approach

The procedures of teaching listening by using short stories through top down approach can be described by considering the aspect of top- down approach: listening for the main idea, predicting, drawing inference, and summarizing.

The aspects are applied in short stories as the media for teaching listening comprehension that can be seen in the following steps:

1. The teacher shows the picture related to the material to the students in order to get their background knowledge about short story and plays the cassette, so that the students begin to recognize the words.
2. The teacher provides the students the key word of the story to make the students easier in understanding the story about.
3. The students responses the teacher's act by telling what they have known about the short stories.
4. The teacher asks the students to find the main idea of the short stories.
5. The teacher plays the cassette, which consist certain words based on the short story and asks the students to repeat the words.
6. The teacher asks the student to predict what the stories are going to talk about.
7. The teacher asks the students to infer the setting, the role of the participant, and unstated details situation of the short stories.
8. The teacher plays the cassette for the last and asks the students to make summary of the story.
9. The teacher gives the students some questions related to the short stories consist of multiple choice tests.
10. The students listen, make some notes, answer and collect the questions.

F. Theoretical Assumption

Listening comprehension is defined as the ability to grasp the meaning of the oral information. Listening involved some aspects of the target language, for example; vocabulary, understanding the sound, grammar, getting the main idea, specific information and reference. In fact, some students have difficulties in listening

comprehension, especially in identifying the main ideas, specific information and inference of the text. Listening comprehension can be developed by using some innovation of material in teaching learning process, for example by using short stories.

Short stories are a form of short fictional narrative prose that tends to be more concise and to the point than longer works of fiction novellas and novels. Short stories provide the students with an interesting and motivating class situation that will help the students to learn effectively and improve their listening comprehension. Short stories also make the students enjoy their listening class because of its dynamic plots, so that they have curiosity to know how the story ends.

One very important idea for teaching listening activity has to make use of students' prior knowledge in order to improve listening comprehension. Top – down means using prior knowledge and experiences; they know certain things about certain topic and situations and use that information to understand. Top down approach on other hand refers to the use of background knowledge in understanding the meaning of a message.

Based on the frame of the theories above, the researcher assumes that top – down approach in teaching listening short stories could be used to improve the students' listening comprehension in learning process.

G. Hypothesis

Based on the theoretical assumptions above, the researcher formulates the hypotheses as follows: “There is a significant improvement of students’ listening comprehension after being taught short stories through top down approach”.