

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some basic theories related to the study. This chapter consists of nine sections. First, definition of listening, second section is the nature of listening, third is the process of listening, fourth is technique in teaching listening, fifth is definition of dictogloss, sixth is dictogloss procedures, seventh is dictogloss variations, eighth is dictogloss procedures modification and the last is previous researches relate to the dictogloss technique.

2. 1 Definition of Listening

Listening is the most fundamental language skill and plays an important role in our daily communication. More than 45% of communicating time is spent listening, which clearly shows how important this skill is in overall language ability Feyten (1991). Listening is the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning Howatt and Dakin (1974).

According to Howatt and Dakin (1974) , listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Ronald and Roskelly (1985) in Robin Wills define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

2.2 The Nature of Listening

We spend almost our time to listen. The amount of time that we spend listening is increased day by day because we almost listen to the television, radio, etc in our time. Students spend their time for listening not only at home but also at school. Rubin (1983 : 14) reports research estimates that almost 90% of the class time in the high school and colleges is spent in listening and discussion lectures.

However, parents and teachers assume that listening as a receptive skill that develops naturally. Several reasons supporting this statement is a study by Rubin (1983 : 14), who surveyed teachers. From his study, it was found that teachers did not include instruction in listening because they assume that this skill, like walking, developed naturally. People often assume that if people can hear, people can listen, however it is a fallacy to consider these two receptive skills as one (Rubin, 1983 : 14). In other words, having a good hearing does not make a good listener. The difference between hearing and listening can be stated this way: "hearing is the reception of sound, and listening is the attachment of meaning to

the sound". It means that listening is more than hearing (Kline, 1996). Hearing is one of phases in listening process as a necessary prerequisite.

Hearing and listening are often applied interchangeably, but there are crucial different between them. Hearing is the most grounded because it occurs in real time, in temporal continuum. Hearing is one of consciousness properties that are involved in listening, beside consciousness and attention. Listening is the process where is the listener not only receives what the speaker says, but also goes through a process of constructing a meaning. Negotiates it with the speaker and through personal heard (Rost, 2002).

2.3 The Process of Listening

There are two kinds of listening processing: top-down and bottom-up processing.

a. Top-down processing

Top-down processing involves the use of background knowledge to understand the meaning of the message. Nunan (1999) states that people have background knowledge relates to the particular situation. The process of top- down comprehension which is the learners use the prior knowledge about people and events to particular situation when the actual discourse is heard. Moreover, Brown (2001 : 260) also states that through the top-down processing, listening is more concern with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of the text. Concisely, the top down processing

refers to using background knowledge and global understanding to derive meaning from and interpret the message.

b. Bottom-up processing

In contrast, bottom-up processing refers to deriving the meaning of the messages based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. As stated by Brown (200 : 260) bottom-up processing relates to sound, words, intonation, grammatical structures, and other components of spoken language. In addition, Richards (1990) asserts, "... the process of listening comprehension begins with the message received, which is analyzed at successive levels of organization-sounds, words, clauses and sentence until intended meaning is arrived at ". Thus, in the bottom up processing, comprehension refers to the process of decoding.

2.4 Technique in Teaching Listening

Listening is a receptive skill which is not only examined but also taught. For teaching listening, there are some techniques provided. However, teacher should consider in designing listening technique and most applicable for any technique is that teacher has to think that significance of techniques that specifically develop listening comprehension competence and the technique used in listening lesson is intrinsically motivating (Brown, 2001).

In teaching listening, commonly teacher applies the technique which involves one approaches only, bottom-up processing or top-down processing approaches. However, it is better if teacher applies a technique which involves

both processes in teaching listening. Brown (2001: 260) states that one of principles for designing listening technique is by including both bottom-up and top-down processing. Harmer (2004 : 201) also asserts that the acts of listening is probably most useful as interactions between bottom-up and top-down process. Relates to the principle in designing technique for listening, there is a technique that applies the principle above, that is dictogloss technique. Nunan (2000 : 28) claims, “ Dictogloss is technique which encourages learners to utilize both bottom-up and top-down learning strategies”. Furthermore, the using of dictogloss technique in teaching listening will be explained in the following section.

2.5 Definition of Dictogloss

According to Jacobs and Small (2003), Dictogloss is a new way to do dictation which is developed by Ruth Wajnryb (1990). Dictogloss represents a major shift from traditional dictation. It adapts a little from traditional dictation (included part of its name), however it is quite different from dictation both its procedures and objectives. (Wajnryb 2005 : 5) describes the dictogloss is a language teaching procedure in which students take a note during the teacher dictates the short text at normal speed than students work in group to reconstruct their own version of the original text by discussing the grammatical decision about the text, such as word choice, cross-sentences connection. Afterward, the groups' new text are analyzed and corrected. Concisely, dictogloss can be defined as an integrated skills technique for language learning in which students work together to create a reconstructed version of text read to them by their teacher.

According to Jacobs and Small (2003: 2) “ Among the reasons given for advocating the use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and groupmates discuss the reconstruction), speaking (to groupmates during the reconstruction), reading (notes taken while listening to the teacher, the group’s reconstruction, and the original text), and writing the reconstruction – are involved ” (Jacobs and Small, 2003: 2).

Moreover Ellis (2003 : 156) states that dictogloss is the technique which meets the essential requirements of the task – the primary focus of the attention on meaning, learners can choose their own linguistic resources when reproducing the text (although they also can borrow from the notes they made as they listened) and there is a clear outcome (the reproduction of the text) the success of which is determined in terms of its proportional rather than linguistic content. It means that the aim of dictogloss technique is not to generate the exact replica of the original text but rather to reproduce its content. Rost (2002 :138) adds that dictogloss is the version of dictation focuses initially on inclusion of ideas and gradually focuses on details.

As mentioned earlier, dictogloss is the technique which involves both strategies in teaching listening skill. Nunan (2000 : 28) states, “Dictogloss technique provides a useful bridge between bottom-up and top-down processing approaches in teaching listening”. The top-down process takes place when learners discuss the text (such as identify the topic of the text, the text type) in the

group. In different way, the bottom-up process occurs when learners mainly have to do with identifying individual element in the text.

2.6 Dictogloss Procedures

Dictogloss is a teaching procedure which consists of several stages. There are four stages in dictogloss technique (Wajnryb, 2005 : 7-9).

a. Preparation

Teacher prepares students for the subject matter to make them more receptive to listening in the next stage, such as give students warming up. As pre-taught, teacher introduces and leads students into the topic of the text, the language focus and the difficult vocabulary. Teacher selects the topic that relates to students' knowledge or interest. Teacher also ensures students know what they are expected to do at each stage and then students are managed into several groups before the dictation begins.

b. Dictation

In dictogloss technique, students normally listen to dictation twice. At first dictation, teacher dictates the text a speed a little bit slower than native. It is important for teacher to remind students that they do not take a note during the first dictation. They only listen to the global meaning of the text. After first dictation, students are asked to think what the text is about.

In dictating the text for the second time, students listen to teacher who is reading the text at native speaker speed, then students individually

have to make a brief notes such as key words or phrases which can help them to reconstruct the text.

c. Reconstruction

After the dictation stages, students work in group to reconstruct the text. In reconstruction stage, students compare notes and discuss the text for its grammar, text cohesion and logical sense. Students need not to use accurately the same words as the original text, but the meaning should not be different and the text should be grammatically correct. During this stage it is important that teacher does not provide the language input. Teacher just monitors the activity.

d. Analysis and Correction

The last is analysis and correction stage. In this stage, students compare their text with other various versions and the original. Students discuss the language choice made. There are various ways of dealing with this stage. The small group versions can be reproduced on the board, on overhead projector and the text can be photocopied and distributed. Ideally, the original text should not be seen by students until after their own versions have been analyzed.

2.7 Dictogloss Variations

After students have become familiar with standard dictogloss procedure, teacher can apply other dictogloss variations which offered by Jacobs and Small (2003). There are eight variations on the basic dictogloss procedure which are presented below.

a. Dictogloss negotiation

In this variation, teacher adds discussion activity before students reconstruct the text. Teacher stops reading after each sentence or two, paragraph. During this pause, teacher can ask students to discuss with a partner but do not write they think they heard.

b. Students controlled dictation

Although the text is dictated by teacher not by tape-recorder, but students can use the teacher as they would use a tape recorder. It means that during the dictation stage, students can ask the teacher to stop, go back (rewind) and skip ahead (fast-forward). However, teacher still has to emphasize to students that the aims of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

c. Student-student dictation

As we know that in the standard dictogloss, the text is read or dictated by teacher to student. Nevertheless, student-students dictation allows students to read the text to each other. This dictogloss variation can also be done by students bringing in the own texts rather than using supplied by the teacher.

d. Dictogloss summaries

In the standard dictogloss, students effort to create a reconstruction of approximately the same length as the original.

However, in dictogloss summaries, students focus only on the key ideas of the original text.

e. Scrambled sentences dictogloss

In scrambled dictogloss, teacher gives warming up to students which teacher jumbles the sentences of the text before reading it to students. Students have to recreate what they heard and then put it into logical order during reconstructing the text.

f. Elaboration dictogloss

Elaboration dictogloss seeks students' creativity. In this variation, students can improve the text by adding adjectives and adverbs, examples, facts, personal experiences, cause and effects.

g. Dictogloss opinion

In this variation, students give their own opinion on writers' idea after reconstructing the text. There are two ways for giving opinion. Students can insert at various point in the text and can write at the end of the text.

h. 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 do a drawing.

From the variation dictogloss above, the research uses only two: dictogloss negotiation and scrambled sentences dictogloss because the low proficiency of students. The modification of dictogloss is needed because from observation, the students difficult to reconstruct the structure the sentences.

2.8 Dictogloss Procedures Modification

There are some stages that are modified in dictogloss that will be applied.

1. Preparation

Teacher prepares and gives a jumble text for students. Teacher can facilitate this process by helping students with unfamiliar vocabulary.

Teacher selects the topic that relates to students' knowledge or interest.

Teacher also ensures students know what they are expected to do at each stage and then students are managed into several groups before the dictation begins.

2. Dictation

In dictogloss technique, students normally listen to dictation three times. At first dictation, teacher dictates the text a little slower than native speed. It is important for teacher to remind students that they do not take a note during the first dictation. They only listen to the global meaning of the text. After first dictation, students are asked to think what the text is about.

In dictating the text for the second time, students listen to the audio then students individually have to make a brief notes such as key words or

phrases which can help them to reconstruct the text in group. In the last dictating, students will hear the audio while they rearrange the jumble sentences in a good paragraph before they reconstruct in new version.

3. Reconstruction

In this stage, the students work in a group which consists of five students. Each student has to understand at least one sentence of the text that read by the teacher. Students should rearrange the text in logical order in a group before they reconstruct in a new version. Students may use the same words as the original text.

4. Analysis and Correction

The last is analysis and correction stage. In this stage, students compare their text with other various versions and the original. Students discuss the reconstruct text made. Every group has to write the result on the paper and each group has to read in front of the class. The teacher also gives analyze.

2.9 Previous Researches Relate to the dictogloss Technique

The researchers have conducted many researches using dictogloss technique. One of researches is conducted by Solihatin (2006), who explored the effectiveness of dictogloss technique in improving listening skill. The research was conducted for four grade students at SDN Sindang Sari I Bandung. The sample number were 43 students which consists of 24 male and 19 female. She found that there was an improvement on the post test when teacher taught with

using dictogloss technique in teaching listening than without using dictogloss technique.

Tedick (2001) also investigated the effectiveness of dictogloss technique with the 8th grade French immersion students. The teacher who used this technique found that students often focused on more than just the grammatical aspect being emphasized. They discuss not only grammatical aspects but also semantic issue. Abdessalami (2001) has done a research of dictogloss technique for the students of Tinejdad Marocco High School. He applied dictogloss for the story telling. He found that students in the experimental group benefited from such treatments and become more succesful since they have learned the subject through dictigloss technique and enjoyed themselves during learning process.

Other research was carried out by Judisari (2006), who has done the research for the college students for Japanese majoring at UPI to learn whether dictogloss technique can improve learning quality of ‘ Chookai’ course. She found the positive effects by using the technique: students can more concentrate on listening every single word main idea of the text, students practice writing fast and accurately in Japanese, students can work in group for searching the meaning of words, in reconstructing text and in making decision about the key idea of original text, students are more motivated to exploit their thinking skill, students are able to practice speaking in Japanese.

There is also recent research concerned with dictogloss technique carried out by Furi (2007), who investigated the effectiveness of dictogloss technique in improving students’ listening skill at SMKN 6 Bandung. The sample were 66

second grade students. From the research, that was found that the teaching of listening by using dictogloss technique is more effective than without dictogloss.

Related to those studies, in this study the researcher tries to apply a different way to teach listening skill. This study was emphasizing on the use of dictogloss technique in the 8th grade students in junior high school and uses action research as a research method.