

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the definition of listening, teaching listening comprehension, the purposes of listening, and the definition of dictogloss.

#### 2.1. Definition of Listening

Listening is one of the four basic skills in which students of English should be trained. The skill in question is a receptive skill involving responding to spoken language. In this case, the students do not only hear the sound of the speaker but they also need to know the context and understand the speaker's aim. According to Sari (2013) Listening is the most common and significant method of information acquisition in daily life, it is not a simple task. Furthermore, learning to listen involves the ability to engage in a continuous cycle of listening and responding, where individuals respond to what they hear and build upon the conversation or interaction.

In addition, According to Vandergrift, 2019, Listening understanding is not top-down or bottom-up filtering, Rather, it involves an immersive, interpretive approach where listeners utilize both their prior knowledge and linguistic acuity. This type of listening demands intense concentration, particularly challenging for young learners due to their limited attention span. It's acknowledged that in certain situations, such as during conversations, individuals may not catch every detail that is spoken. Once in a while, we might only catch fragments of a conversation or miss

parts entirely because our minds fail to fully focus on what the speaker is saying (Abidin et al., 2011).

The many methods of comprehending spoken language are referred to as listening comprehension. These include interpreting speech sounds, particular word meanings, and sentence grammar (Nadig, 2013 as referenced in Pourhosein Gilakjani and Sabouri, 2016). Hamouda (2013) defines listening comprehension as the ability to comprehend what has been heard. Even though the listener might repeat the sounds without truly understanding, it is still his or her ability to repeat the text. According to O Malley, Chamot, and Kupper (Pourhossein Gilakjani & Ahmadi, 2011), listening comprehension is an active process in which the listener constructs meaning based on cues from contextual information and prior knowledge and uses a range of strategic resources to finish the task at hand.

## **2.2. Definition of Dictogloss**

Dictogloss is a teaching technique that may assist both the teacher and her pupils in resolving their issues with teaching and learning. This indicates that dictogloss is a method of teaching languages that combines the abilities of speaking, listening, reading, and writing (Rezaei, 2018).

Furthermore, dictogloss is a type of dictation in which students can hear the entire text and put it together without having to pay attention to every word. In Dictogloss, students collaborate to recreate text from memory and subsequently contrast it with the original. In contrast to traditional dictation, which involves students mindlessly copying what the teacher reads, dictogloss promotes group reconstruction and analysis.

In conclusion, dictoglosses and traditional dictations differ in dictation style, tasks to follow, and learning objectives. Although it was initially designed to aid language learners in understanding grammar, the activity can also be used to improve other skills, most notably listening, as students must collaborate to piece together what the teacher has read aloud using their notes and original language. In this regard, students in pairs can learn from each other to understand the vocabulary presented by the teacher and organize their writing using the correct structure.

### **2.3. Type of Dictogloss**

Jacobs and Small (2003) said there are some types of dictogloss that can be used in teaching and learning English as a foreign language.

#### **2.3.1. Dictogloss Negotiation**

Students participate in discussions about the content they hear from the text as the teacher reads, pausing after each section for discussion. This method enhances comprehension more effectively than waiting to discuss the text until the end.

#### **2.3.2. Student-Controlled Dictation**

Students have the liberty to request the teacher to pause and resume reading as needed. They can also ask for repeated readings if required. However, students need to keep in mind that the aim of using dictogloss is to generate a well-formed and accurate reconstruction, not an exact copy.

#### **2.3.3. Dictogloss Opinion**

Students reconstruct the text, providing their opinions on the author's ideas, which can be inserted at various points within the text or written at its conclusion. If

students' comments are interspersed throughout the text, it encourages a kind of dialogue with the original author of the reading.

## **2.4. The Advantage and Disadvantage of Dictogloss**

### **2.4.1. The Advantage of Dictogloss**

Dictogloss is one of the teaching methods for languages that has benefits. There are some benefits of dictogloss, according to Vasiljevic (2010), which include:

1. Dictogloss is an efficient method for integrating individual and group activities in learning. Students independently listen and record information, then work together to reconstruct the text.
2. Students work together to recreate their versions of the text under the teacher's guidance because of Dictogloss's problem-solving techniques. Students can identify their areas of linguistic competency and areas for improvement throughout the analysis and correction phase.
3. Dictogloss proves beneficial in alleviating learners' anxiety during learning, as it involves studying in small groups.

### **2.4.2. Disadvantage of Dictogloss**

In addition to the benefits mentioned above, Alderson (2007) also listed the following disadvantages of dictogloss:

1. The perfect implementation of Dictogloss in the teaching and learning process requires lengthy procedures and time.
2. Ineffective for pupils at lower levels.

3. The approach can become impractical if the text was originally intended to be read rather than heard.

## **2.5. Procedures of Ditogloss**

Applying dictogloss involves three steps: preparation, Listening stage, and reconstruction, (Vasiljevic, 2010).

### **2.5.1. Preparation**

At this point, the teacher gets ready to lecture by outlining the subject and creating a vocabulary list for the class. Before going on to the next phase, pupils are split up into pairs or small groups and given a brainstorming session.

### **2.5.2. Listening stage**

During the listening stage, students have the opportunity to listen to the recording twice. In the initial attempt, students listen without taking any notes. In the subsequent listening, they are instructed to jot down keywords that will aid in reconstructing the writing. The teacher plays the recording at a regular speed twice. Students are only permitted to make notes of significant words during the second listening session.

### **2.5.3. Reconstruction**

In this stage, the teacher asks the class to work in groups or pairs to reconstruct the text using keywords. These keywords act as a guide for writers to follow to create a copy that expresses the same thoughts as the source