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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Listening Comprehension

Listening is one skill that cannot be separated from teaching English. Listening is the first language skill in English before speaking, reading and writing. It is an activity that people always do in their lives. People learn the language by listening. A child before being able to speak, he or she should listen to the sound of the language around him or her then tries to repeat the sound until he or she is able to utter those words. Listening is assuming greater and greater importance in foreign language classrooms. Listening is following and understanding the sound, it is hearing with a purpose. It is supported by Howatt and Dakin in Sacroba (1999:7) stated that listening is the ability to identify and understand what others are saying including understanding speakers accent or pronunciation, grammar and vocabulary, and grasping the meaning.

Listening is not only merely the process of an unidirectional receiving of audible symbol but listening also is the process of getting information. The information gained is actually will be connected with the listeners' previous knowledge or experience they have. Nunan (2003:24), then, stated that listening is an active, purposeful process of making sense of what listeners hear because the listener process, not only what they hear but also connect it to other information they have already known.



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Furthermore, Mee ( 1990:7) stated that listening comprehension is that listeners can understand and catch the ideas what they are listening to Listening comprehension is the process that starts with the receiving news analyzed in sounds, words, clauses, and sentences until getting the messages of the speakers. Listening comprehension is not only an activity of listening to the speakers, but also it tries to get messages from the speakers. In this case, it is expected to students should be really listen to what the speakers say and pay attention.

In listening process, there are at least two persons involved. The first is called the encoder, sender or someone speaking, and the second is called decoder, receiver or someone listening to. Many learners of English will find themselves sooner or later in a variety of situations where need or want to listen to English being used in real life for a range of purposes. What these situations are depending on where they are living, working, etc. Then, the reasons for listening will be varied depending on what they need and wish to do.

### 2.1.1. Factors Influencing Listening Comprehension

Brown (2003:122) stated that there are some factors influencing in listening comprehension. They are such as:

1. Clustering: attending to appropriate chunks of language-phrases, clauses consistently.

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2. Redundancy: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains and benefiting from that recognizing.
  3. Reduced forms: understanding the reduced form that may not have been a part of an English learner's past learning experience in class where only formal language has been presented.
  4. Performance variable: being able to weed out hesitation, false start, pauses and correction in natural speech.
  5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
  6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues.
  7. Stress, rhythm and intonation: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.
- Interaction: managing the interactive flow of the language from listening to speaking to listening, etc.

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### 2.1.2. Indicators of Listening Comprehension

Listening comprehension can be categorized into two: monologue text listening and conversational listening. Weir in Buck (2001:54) classified indicators of monologue text listening into five classifications

They are such as:

- a. Ability to listen for the gist.
- b. Ability to listen for main idea(s) or important information.
- c. Ability to distinguish supporting details, or examples.
- d. Ability to listen for specific including recall of important details.
- e. Ability to determine a speaker's attitude or intention toward a listener or a topic.
- f. Ability to make inferences and deductions.

Furthermore, Richards in Buck (2001:55) classified the indicators of conversational listening into several categories They are such as :

- a. Ability to retain chunks of the language of different lengths for short periods
- b. Ability to discriminate between the distinctive sounds of the target language
- c. Ability to recognize the stress patterns of words
- d. Ability to recognize the rhythmic structure of English

- e. Ability to recognize the functions of stress and intonation to signal the information structure utterances
- f. Ability to distinguish word boundaries
- g. Ability to recognize vocabulary used in core conversational topics
- h. Ability to recognize the communicative functions of utterances, according to situations, participants, goals
- i. Ability to reconstruct or infer situations, participants, goals.
- j. Ability to predict outcomes from events described
- k. Ability to deduce causes and effects from events

Those all above the classifications of listening comprehension indicators. Therefore, the researcher will get focus on listening to monologue text. It is considered by looking at an information transfer technique that is useful to improve listening comprehension. This technique focuses on how the students can transfer the complex information they listen to a table based on its classifications.

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## 2.2. Dictogloss Technique

Wajnryb (1995:6) defined dictogloss technique as a relatively recent procedure in language teaching. He also stated that dictogloss is a form of dictation, in which the students hear and reconstruct the whole text rather than doing so line by line. David Nunan (2001:28) stated that Dictogloss is also called grammar dictation or dictocomp considered as on techniques that helps both teacher and students in teaching English. Dictogloss is a technique one which encourages learners to utilize both bottom up and top down listening strategies.

On the other hands, this is an activity when the learners listen to a short text read twice to them while they take notes. It means that the teacher should prepare a good text based on the material. Nation (2003: 73) stated In a dictogloss, the text may be spoken quite quickly but with several repetitions. Alternatively, the text may be spoken quite slowly and with several repetitions, but the learners are expected to write something that quite closely resembles the original. So, it is clear that dictogloss is a technique when the teacher reads out a short passage twice at a natural speed to the class and the students should pay attention to listen the text.

The researcher assumes that Dictogloss technique has several procedures. The procedures are preparation, dictation, reconstruction, analysis and correction. Nunan (2001:29) said The dictogloss technique provides a



useful bridge between bottom-up and top-down listening. In the first instance, learners are primarily concerned with identifying individual elements in the text- a bottom up strategy. However, during the small group discussion, some or all the following top-down strategies might be employed. In all of these, the listeners will integrate background, inside the head knowledge with the clues picked up during the dictation. They are as follows:

- 1) Listeners will make predictions
- 2) Listeners will make inferences about things not directly stated in the text
- 3) Listeners will identify the topic of the text
- 4) Listeners will identify the type of the text
- 5) Listeners will identify various sorts of semantic relationships in the text

The researcher concludes that that the students should pay attention of their background knowledge in listening. Because in dictogloss technique, the students make predictions, make inferences, identify the topic, type of the text, and also identify various sorts of semantic relationships in the text. So, it means that dictogloss technique can make the students or listeners more focus on their listening comprehension. Because this technique is integrated with the student's background knowledge and their listening skill.

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### 2.3. Information Transfer Technique

Information transfer technique is a technique involving students actively gaining the information they are listening to and reforming the information into diagrams or table based on its classification in same purposes with the original sources. The classification depends on the need of information itself. It is supported by Palmer in Nation and Newton ( 2003:47) stated that:

“Information transfer is a technique used to improve students listening comprehension where learners reproduce the message they hear in a new form, for example when they listen and respond by ordering a set of pictures, completing a map, drawing a picture or completing a table. A key characteristic of such activities is that they involve a change in the form of the message but the message remains the same

In addition Storla in Tran thi Diem thi and Nguyen thi Loan (1990: 97) stated that information technique is translating data from one to another. We move from the reading or listening text to graphic stimuli or visual like chart, graph, diagram, figure, maps, etc. Brown also stated that information transfer technique in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on the map.

An information transfer exercise involves the transfer or change of information from one form to another. Palmer in Nation(1998: 17) stated again that during the transfer of information remains substantially the same





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but the form of the information changes. In a receptive information transfer exercise learners change spoken or written information into a diagram, chart or picture. By making this chance the learners show that they have understood the information and that their understanding is deep enough to adapt in some way.

It can be inferred from the definitions above that Information Transfer technique is converting the content of the verbal language form into the non-verbal language form and vice versa to make the information easy to understand and convey.

#### 2.4. Nature of Descriptive Text

Gerot and Wignell (1995: 208) state that descriptive text is the text that has a social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It can be found in encyclopedias, scientific magazines, and history texts.

Descriptive text is often completed with pictures, diagrams, maps, etc. Descriptive text usually uses vocabularies that cover the word such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the word describing name, ages, address, job, etc. Moreover, the language use is neutral or objective language.



Descriptive text is usually found in our daily life. In various contexts such text will be easily obtained. In fact we often communicate by using descriptive text such as; when we watch something interesting then we are amazed of it, so we want to tell other people about it. Describing something means that we make other people “see, listen, feel, or smell” something we see, listens, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.

According to Gerot and Wignell (1995) the generic structure and significant lexicogrammatical feature of descriptive text are as follows: First, the generic structure of descriptive text, which include:

- 1) Identification: Identifying the phenomenon to be described.
- 2) Description: Describing the phenomenon in parts, qualities, characteristics.

On the other hand, significant lexicogrammatical features of descriptive Text are as follows:

- a) Focus on specific participants
- b) Use of attributive and identifying process.
- c) Frequent use of epithets and classifiers in nominal group.
- d) Use of the simple present tense.

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## 2.5. Approach, Method, Technique and Strategy

In the context of learning, there are familiar with the terms of approaches, methods, and techniques. But many students of education (prospective teachers) and even the teachers who do not understand in depth. So it can not explain what exactly the similarities and differences of these terms. Most of them understand each of those terms. Others think differently to these terms, but not able to explain how the difference.

The approach is the way teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in teaching and learning process. Anthony in Murcia (2001:5) defined an approach to language teaching is something that reflects a certain model or research paradigm. In short, approach is like a collection of theories, there is no procedure and it is still general,

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony in Murcia ( 2001: 6) furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives In short, the method is more specific than approach and less specific than technique. thus, the method is about theory and also the procedures of theory.



Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique). On the other hand, techniques are specific activities manifested in classrooms that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

Anthony in Murcia ( 2001: 8) Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. Thus strategy is about students perform a few steps in learning process.

## 2.6. Related Studies

Previously, there are many researchers that have been done by researchers related to use of Dictogloss and Information Transfer technique in teaching and learning English as a foreign language as a second language, the studies that related are as follows :

1. Research from Melgis Dilkawaty Pratama (2011), She conducted a research entitled "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru". The design of the research was a pre-experimental design,

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which used one group pretest-posttest design. Based on the data analysis, the total score of pre-test and post-test was significantly different. The result findings found that the students' ability in writing essay text before being taught by using dictogloss technique was categorized enough. And then the students' ability in writing essay text after being taught by using dictogloss technique was categorized good. And then the last findings of the research indicated that there is significant effect of using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru. The conclusion is using Dictogloss Technique was successful in increasing students' ability in writing essay text. Based on the explanation above, it shows that the difference between the previous researchers and this research is that of the previous researched aimed to know the effect of the students' writing ability by using Dictogloss technique and this research aimed to know the effect of the students' listening comprehension by using Dictogloss Technique.

2. Research from Fitri Wulandari (2011), She conducted a research entitled "Improving Students' Listening Ability Using Dictogloss Technique at Eighth year students of SMPN III Ngargoyoso in the Academic Year of 2010/2011". The design of this research was an



action research. The result of both pre-test and post-test indicated that the students had significant improvements in listening ability. The researcher described why Dictogloss could increase the students' listening ability and what is the strengths and weaknesses of Dictogloss Technique when it is applied to teach listening comprehension. The first finding is the improvement of the students' listening ability in post test 2 was good enough. Because the student's ability in finding main idea, specific information, and communicative purposes of the listening text reached the target, while the students' ability in finding the meaning of the words and phrases improved too although it had not reached the target yet. It is because the effectiveness of the preparation and reconstruction stage of the Dictogloss. The second findings is When the researcher conducted the action researched used Dictogloss Technique to teach listening, she found some strengths and weaknesses. The strengths are the class situation was more fun and alive and increasing the students' communicative competence. The weaknesses are Dictogloss Technique can not improve the students' ability in finding the meaning of the words and phrases in a short time and Dictogloss Technique has long procedures for its teaching and learning process, so that it needs much time to apply perfectly. The conclusion is Using Dictogloss Technique can improve the students' listening ability of Eighth year at

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SMPN III Nargoyoso in the Academic Year of 2010/2011. Based on the explanation above, it shows that the difference between the previous researchers and this research is that of the previous researched aimed to know the improvements of the students' listening ability and the strengths and weaknesses of using Dictogloss technique and this research aimed to know the effect of the students' listening comprehension by using Dictogloss Technique. Furthermore, based on the research finding of both previous researches, it indicated that the use of Dictogloss Technique was successful and could be applied to increase students' listening and writing ability

3. An application of the information transfer technique in teaching reading comprehension in Vietnamese secondary school classrooms of English by Vien Truon (2009) She found that the information transfer technique could help students in understanding and mastering ideas in reading text. These techniques to some extent have satisfied the purposes of teaching reading because they help students understand and master the ideas in the reading texts.
4. A research by Fatoni, Nur (2010), The Use of Dictogloss Technique to Enhance the Students' Writing Skill in News Item Texts: An Action Research Conducted to the Students of the Tenth Years of SMA 1 Kendal in the Academic Year of 2009/2010. Final Project. English Educational Program. S1 Degree. Semarang State University.

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Supervisor 1, Widhiyanto, S.Pd, M.Pd. Supervisor II, Drs. Alim Sukrisno, M.A. Keywords: Dictogloss. The Students' Writing Skill. News Item Texts. The Tenth Grader of SMA 1 Kendal. The main objective of this study was to find out how dictogloss technique enhances the students' writing skill in news item texts. The subjects were 35 students (Class X-5) of SMA 1 Kendal in the academic year of 2009/2010. This study was conducted under the considerations from the writer's experience in doing Teaching Practice that many teachers only give one chance to their students to write (e.g. news item text). They do not really pay attention to the students' difficulties in writing. They generally focus on the genetic structures of the text and what the text is about. Through dictogloss technique, the teachers can intensively give writing exercises, and they still can focus on those two things. To gain the objectives, the writer did two activities: (1) library activity and (2) field activity. In the library activity, he explored some reference books that were related to KTSP curriculum, dictogloss, writing skill, news item texts, and research. While in field activity, he did the classroom action research in two cycles. Every cycle consisted of four stages (planning, action, observation, and reflection). After conducting the action stage, the writer always analyzed the result by observing the students' behavior during the teaching and learning process, making a reflection, analyzing the

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questionnaire, and field note. The result of the study revealed; dictogloss can enhance the students' writing skill in news item texts. It can be seen from the improvement of the students' behavior which was much better in participating and enjoying the activities using dictogloss technique. Moreover, based on the observation during the process (the questionnaire and the field note), the students enjoyed the writing activities and the listening comprehension by using this technique. In conclusion, dictogloss technique is one of the positive ways to enhance the students' writing skill in news item texts. An effective way related to the rhetorical of writing (the generic structures and the lexico-grammatical features of news item texts) based on School-Based Curriculum. Moreover, the writer hopes that other English teachers would practice a similar action research for their classes to enable the students to write effectively, and to comprehend the texts.

5. Benjamin Lee Stewart, Luis Humberto Rodríguez Silva, and Juan Antonio Torres González (2003) carried out a research entitled Integrating Language Skills through a Dictogloss Procedure. The learners who participated in this dictogloss appreciated the way that all four language skills were made purposeful. They also mentioned that the experience of giving and receiving peer feedback was a new way of realizing how much they had learned and one that motivated them

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to become more aware of their increased knowledge and ability. As researchers, we were encouraged by the fact that each time the dictogloss procedure was implemented, learners interacted and supported each other more over time. As a result, they accepted responsibility for not only their own personal learning, but also the learning of their classmates. One key challenge language educators face is to create experiences that will live on in learners' future experiences, to use Dewey's (1997) words. The two dictogloss variations in this article emphasize the writing and speaking skills without isolating the other skills necessary to maintain authentic interaction. It is precisely this authentic interaction that prepares learners for future experiences with English and motivates them to go beyond what they might do in a more traditional language-learning experience (i.e., completing decontextualized exercises that may fail to hold meaning and relevance to authentic experiences). A dictogloss provides a framework for educators to integrate language skills with social interaction that encourages learners to take ownership of their learning. Thus, learning becomes more meaningful and relevant for what learners are likely to face in

6. A Research by , Ayu Dwi (2011), The Effectiveness of Using Dictogloss Method on Listening Comprehension of Grade Eight Students at State Junior High School 5 Malang Thesis, English

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Language Teaching Program. Faculty of Letters. Sarjana Program. State University of Malang. Advisor: Prof. Bambang Yudi Cahyono, M.Pd, M.A, Ph.D. This study was conducted to answer the research problem “Is there any significant difference between the listening comprehension scores of students who are taught using dictogloss technique and those of the students who are taught using conventional technique?” Thus, it was intended to obtain reliable data to know whether there was a significant difference between the listening comprehension scores of the experimental group and the control group. The design of the study was a quasi-experimental pretest-posttest nonequivalent control group design. The subjects of the study were the Grade Eight Students at State Junior High School 5 Malang. The study was conducted in 6 meetings in which 1 meeting for pretest, 4 meetings for conducting treatment, and 1 last meeting for posttest. The experimental group was taught listening using dictogloss method, while the control group was taught using the teacher’s typical method. Before being given the treatment, the students were given pretest which was in the form of multiple choice questions to measure their understanding. After having the treatments, the students were given post-test which the form which was the same as the pretest.

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The data of the test were presented in the form of mean scores. They were analyzed using ANCOVA with the significance level  $p=5\%$ . It was found that the mean score of the experimental group was 78.33, while the mean score of the control group was 63.75. Then, the statistical computation of the mean score revealed that the F score was much greater than F table. Thus, it was obvious that the difference of two mean scores was significant. Furthermore, it can be concluded that the use of dictogloss technique on students' listening comprehension was more effective than the conventional one. Based on the result of this research, it is suggested for the English teachers to use dictogloss as an alternative technique to teach listening. Meanwhile, for the other researchers, it is possible for them to use the findings of the research as the basis to conduct research on dictogloss using a different research design, such as classroom action research, and make the implementation of dictogloss more interesting.

7. Batool Faghani, Ali Derakhshan and Ali Zangoei (2015) carried out the research entitled ' "A Review on the Effect of Using Dictogloss Tasks and Fake Scoring on Children's Dictation Ability. They found that Writing is one of the important language skills that should be mastered by the foreign language learners to convey their concepts in written form, so teachers should contemplate on different

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application techniques to promote this skill. One of these techniques is dictogloss task. Dictogloss task is a technique of dictation method that can be used for teaching writing cooperatively. It has four steps which are preparation, dictation, reconstruction, and analysis and correction. Dictogloss procedure is practical and flexible enough to account for the needs, interests, and learning preferences of learners. Kids and even adults need reassurance and flexibility from their teachers while learning. They need not to be interrupted while producing, and sometimes their mistakes were better not to be announced and corrected at the time. A motivational strategy to reach that goal was to ignore their writing mistakes in scoring by simply and slightly showing them that the mistaken part could have been written in the correct form. Given the background of an unsatisfactory number of studies on improving children language learning performance, especially, their writing in pre-school age, this review study is aimed to highlight a useful technique in the language teaching activities, not just English. It has an endeavor to find the influence of giving fake high scores in a dictogloss task on kids' dictation ability. It is recommended that teachers should be encouraged to voice their viewpoints and be capable of any required changes regarding their class situation and be able to rely on themselves rather than books.

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In spite of being fair, it is sometimes needed to lessen the strictness towards some students. It is concluded that fake high scoring on a permanent dictogloss task is a suitable, applicable, and appropriate device for EFL teachers and learners to achieve their educational aims.

8. Zorana in her research from Brankayo University (2014) entitled “Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners: Traditional teaching methods have been used in our College English teaching for years and they have contributed a lot to our students’ English learning. Yet their disadvantages do exist. In order to compensate for the defects, information transfer technique is introduced into our practical teaching. In the paper its theoretical basis is discussed and it also throws light on how to select materials and how to design different tasks for information transfer.
9. Umami Khaerati Syam & Ismail Sangkala from Muhammadiyah University in Makassar (2015) in their journal entitled “Information Transfer Technique in Teaching Writing “. They found that Writing is one of the language skills that plays important role in human communication. It is used to communicate with other people in society and also to express our opinion in writing form. The teaching of writing requires the students to write accurately. Have a good competence in English does not only mean to be fluent speakers

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of the language, as many people have in mind, but in writing as well; a lot of varieties of occupations requires skilled people in English both in speaking and writing. There are some factors that influence the students' ability to write; they are the vocabulary, the interesting topics given, the interest of students in learning writing such as picture, map, graphic, etc and the time to teach writing in English course or inappropriate technique. Among these factors, technique is an important factor that should be given a special attention because by applying a good technique, the students can improve their ability to organize their ideas into a good writing.

This research is intended to find out the improvement of the students' writing ability by using Information Transfer Technique at first semester students' of Muhammadiyah University of Makassar. The method will use a Pre-Experimental research with the one group pretest and posttest design. The sample is only one class that consisted of 40 students which were selected by using Purposive sampling technique. The data were

10. ZHAO Ju-qing, MENG Zi-yan from University of China in their Journal (2015) entitled ,”Information Transfer Technique in Classroom Interaction”. They found that information transfer is a communicative activity in which the learner can be actively involved in decoding a piece of information in a purely linguistic

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or visual symbolic form and motivation to change the information either from a linguistic form into a diagrammatic form or vice versa. The essence of information transfer is that information changes in forms and that the learner, not the teacher, makes the changes, although the teacher provides the learner with the guidance by giving the learner suitable materials and designing activities for the learner. For example, before the teacher reads a weekly school time schedule, he can delete most of the content. The learner is then required to fill the partly blanks sheet when the teacher reads the content out. This is a simple information transfer from listening to writing. In our Integrated Course, learners are always asked to transfer information from reading to writing. And this technique can also be used to train the learner's integrated skills.

The information transfer technique, when properly used in an EFL class, has many advantages over the traditional teaching methods. As far as the relationship between the learner and the teacher is concerned, the learner becomes an active language user and an active participant in various kinds of activities, while the teacher is a guide and consultant. The learner's motivation is to understand and to communicate the meaning in

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different forms. The diagrammatic framework can provide a context for the learner to predict and comprehend the written or oral information. Littlewood (1981) explains this advantage in great detail. For the language teacher, the technique can also facilitate the classroom management. To sum up, the information transfer activities can lead to a learner-centered class where the learner can learn a foreign language by using it to accomplish different communicative tasks, thus successfully developing learner's communicative ability.

So, based on all relevant researches mentioned above, this research is different. In this research Dictgloss is used as an activity when the learners listen to a short text read twice to them while they take notes. It means that the teacher should prepare a good text based on the material. Besides, Information transfer technique is a technique involving students actively gaining the information they are listening to and reforming the information into diagrams or table based on its classification in same purposes with the original sources. The classification depends on the need of information itself. So, it is intended to carry out with the title : The comparison between the use of dictogloss and information Transfer technique on students' listening comprehension at MAN 1 Pekanbaru.

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## 2.7. Operational Concepts and Indicators

### 2.7.1. Operational Concepts

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. This is causal comparative research in which focuses on listening comprehension who are taught by using Dictogloss and information transfer technique and who are taught without using Dictogloss and information transfer technique at State Islamic senior high school 1 Pekanbaru. In this research, there are three variables as the following:

- a. The use of Dictogloss technique as independent variable ( $X_1$ )
- b. The use of Information transfer Independent variable ( $X_2$ )
- c. The students' listening comprehension as dependent variable ( $Y_2$ )

### 2.7.2 Indicators

#### a. Indicators of Dictogloss Technique (Variable $X_1$ ):

- 1) The teacher prepares a good text for sharing with the class. And then divide the students into some groups.
- 2) The teacher reads a text aloud to a group of students at normal speed.
- 3) The teacher then reads the text again at normal speed and asks students to take notes while they listen.

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- 4) The teacher asks the students to work in small groups to reconstruct the text as closely as possible to the original text.
- 5) The teacher asks the students to compare and analyze their version and the original.

#### **b. Indicators of Information Transfer Technique (variable X<sub>2</sub>) are described as follows:**

- a. The teacher tells and explains the students about Information Information Transfer technique.
- b. The teacher prepares the students to listen and spreads the transfer diagrams for them.
- c. The teacher prepares the students to listen to audio cassette and then complete some kind of information transfer diagram by listening to a description or dialogue and label a diagram or fill in a chart or table while they listen
- d. The teacher asks the students to retell the main ideas they listen to by retelling in writing the form of their own words in the prepared diagram or table.
- e. The teacher plays the audio several times..
- f. The teacher analyses and corrects the students' works.



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#### d. Listening comprehension (variable Y) is depicted as follows:

- a. The students are able to identify the topic of the monologue text listened accurately.
- b. The students are able to identify the main idea of the monologue text listened accurately.
- c. The students are able to identify the detail information of descriptive text listened accurately
- d. The students are able to make inference of the monologue text listened accurately.
- e. The students are able to identify the purpose of descriptive text listened accurately.
- f. The students are able to listen for the gist.
- g. Ability to listen for specific including recall of important details.
- h. Ability to determine a speaker's attitude or intention toward a listener or a topic.

### 2.8. Assumption and Hypothesis

#### 1. Assumptions

In this research, the researcher assumes that students' problems in Listening comprehension are various and they are influenced by many factors. Therefore, it is assumed that using Dictogloss and the



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information transfer technique can improve students' listening comprehension of narrative text than who are taught without using Dictogloss and information transfer technique and it has significant effects of students' listening comprehension.

## 2. Hypotheses

“Hypothesis is researchers' tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers' anticipation which concerns on the relationship between three variables in the research problem. Therefore, the hypotheses are formulated as below:

- Ho1 : There is no a significant difference on students' listening comprehension pretest mean score between experimental group 1 and an experimental group 2 at MAN 1 Pekanbaru
- Ha1 : There is a significant difference on students' listening comprehension pretest mean score between an experimental group 1 and an experimental group 2 at MAN 1 Pekanbaru.
- Ho2 : There is no a significant difference on students' listening comprehension pretest mean score between an experimental group 1 and a control group at MAN 1 Pekanbaru

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- Ha2 : There is a significant difference on students' listening comprehension pretest mean score between an experimental group 1 and a control group at MAN 1 Pekanbaru
- Ho3 : There is no a significant difference on students' listening comprehension of pretest mean score between experimental group 2 and a control group at MAN 1 Pekanbaru
- Ha3 : There is a significant difference on students' listening comprehension of pretest mean score between an experimental group 2 and a control group at MAN 1 Pekanbaru
- Ho4 : There is no a significant difference on students' listening comprehension post-test mean score between an experimental group 1 and an experimental group 2 at MAN 1 Pekanbaru
- Ha4 : There is a significant difference on students' listening comprehension post-test mean score between an experimental group 1 and an experimental group 2 at MAN 1 Pekanbaru
- Ho5 : There is no a significant difference on students' listening comprehension posttest mean score between an experimental group 1 and a control group at MAN 1 Pekanbaru

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- Ha5 : There is a significant difference on students' listening comprehension posttest mean score between an experimental group 1 and a control group at Man 1 Pekanbaru
- Ho6 : There is no significant difference on students' listening comprehension of post test mean between an experimental group 2 and a control group at MAN 1 Pekanbaru
- Ha6 : There is a significant difference on students' listening comprehension of posttest mean between an experimental group 2 and a control group at MAN 1 Pekanbaru.
- Ho7 : There is no significant improvement on students' listening comprehension mean score of pretest and posttest an experimental 1 at MAN 1 Pekanbaru
- Ha7 : There is a significant improvement on students' listening comprehension mean score of pretest and posttest an experimental 1 at MAN 1 Pekanbaru.
- Ho8 : There is no significant difference on students' listening comprehension mean score of pretest and posttest an experimental 2 at MAN 1 Pekanbaru.
- Ha8 : There is a significant improvement on students' listening comprehension mean score of pretest and posttest an experimental 2 at MAN 1 Pekanbaru.

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Ho9 : There is no significant improvement on students' listening comprehension mean score of pretest and posttest a control group at MAN 1 Pekanbaru.

Ha9 : There is a significant improvement on students' listening comprehension mean score of pretest and posttest a control group at MAN 1 Pekanbaru.

Ho10 : There is no significant difference on the improvement listening Comprehension between experimental class who will be taught with Dogloss and Information transfer technique and control class who are taught with conventional technique at MAN 1 Pekanbaru

Ha10 : There is a significant difference on the improvement listening Comprehension between experimental class who will be taught with Dictogloss and information transfer and control class who are taught with conventional Technique at MAN 1 Pekanbaru.