CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Nature of Listening Comprehension

Listening is one of four basic English skills: reading, writing, speaking and listening (Spratt at.al, 2005:30). Like reading, listening is a creative skill (Rivers, 1981:160), as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill (Wilga, 1981:160). In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant. We do this through context and our knowledge of language and the world. Anyone who uses language well has a number of different abilities. He may read book, write letters, speak on the telephone, listen to the radio, etc.

In the most general way, we can identify four major skills: listening and understanding, speaking, reading, understanding and writing (Harmer 1983:16). Speaking and writing are obviously skills and involve some kinds of production on the part on the language user. Listening and reading are receptive skills in that the language user is receiving written or spoken language.

It is supported by Harmer (1998:98). He said listening is a skill and any help we can give students in performing that skill will help them to be better listeners. In the English subject, listening is the subject which is studied alone. Listening cannot be separated with the other component of the English subject such as speaking, reading and writing. Teaching listening is

one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. Listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructor and to one another. However, learners do not recognize the level of effort that goes into developing listening ability.

And it is supported by Longman too (1987:156). He said listening comprehension is one of the hardest skills to learn in a foreign language. Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

According to Woodward (1982: 92) when listening, one has to be able to:

a. Recognize sounds, words and phrases.

It is meant listener should have good prior knowledge (sounds, words, and phrases).

b. Get the general idea and predict what's coming next.

It is meant listener get the general idea first and try to guess the speaker's say.

c. Understand the discourse type or genre you are listening to.

It is meant listener have known the genre of the story.

d. Get used to listening to different types of people for differing lengths of time.

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It is meant listener can differentiate the people sound.

e. Screen out what you are not interested in and focus on what you are interested in.

It is meant listener can catch the key point from the speaker or the story.

f. Deal with accents and dialects.

It is meant listener easier to understand or comprehend the speaker of the story.

g. Interpret a message against a background of expectations and respond accordingly.

It is meant listener easier to describe the speaker.

II.1.1 Teaching Listening

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary (www.nclrc.org/essentials/listening/liindex.htm). Without reducing your speaking speed, teacher can make students language easier to comprehend by simplifying your vocabulary, using shorter sentences and increasing the number and length of pauses in your speech. There are many types of listening activities.

Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command, select an appropriate story or object, cycle the correct letter or words on a worksheet, draw a route on a map, or fill in the chart as they listen. It is more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions.

To add more challenge, learner can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model or participate in real-time

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conversation.

II.1.2. Learning by Listening

Learning (comprehending) by listening (Rivers, 1981:157), it means listening which requires the listener to act in some way. Learning of language could be done by listening, imitate and practice it. Listening skills as the first phase that must connected with meaning. Although, someone might hear or listen some of sound even imitate it. Learning is getting information from everything we listen in form of the connection among the words, ideas, and action if not it will be meaningless for the listeners. Because of the reason, there are steps teachers have to do,

a. Listeners listen to subject matter which must be learned and which itself will be tested (thus interesting how well it was comprehended).

b. Listeners listen for instruction which must be carried out in some practical way.

c. Listeners listen as part of a global act communication, as a part of a conventional interchange, which can only continue when there is comprehension

II.1.3 Procedures of Listening

There are some procedures of listening accessed on (*www.nclrcorg/essentials/listening/liindex.htm):*

a. Before listening

Prepares your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for listening activity.

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b.   During listening

Be specific about what students need to listen for. They can listen for selective details or general content or for an emotional tone such as happy, surprised or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

c.   After listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, story tell and games.

II.1.4 Listening Process

According to Nunan (1991:17) there are two distinct processes involved in listening comprehension.

a.   Bottom-up

Listener use bottom-up process when they use linguistics knowledge to understand the meaning of message. They build meaning from lower level sounds to words to grammatical relationship to lexical meanings in order to arrive at the final message.

b.   Top-down

Listeners use top-down processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as commons situation around which world knowledge organized. Listeners use content words and contextual clues to form hypotheses in an explanatory fashion.

And the other hand, the most widely known of the models of listening are: the bottom-up model, the top-down model (Miller, 2005:24-25)

1. The Bottom-Up Model

The first model of listening to be developed was the bottom up model. According to the bottom-up model, listener build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. According to this model, therefore, the different types of knowledge are necessary in the listening process which is applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information.

2. The Top-Down Model

Top-Down models emphasize on the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model is developed when researchers consider 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 presents 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.

III.1.5. Kinds of Listening

a. Intensive listening

According to Harmer (2001: 130) intensive listening is the live listening, where the teacher or visitor come to the class to talk to the students. Some examples of the live listening are:

1. Reading aloud

Reading aloud is an enjoyable activity, when done with conviction and style, is teacher reading aloud to a class. This allows them to hear a clear spoken version of written text, and can be extremely enjoyable if the teacher is prepared to make a big thing of it. The teacher can also read/act out dialogues either by playing two parts or by inviting a colleague into the classroom.

2. Storytelling

Teachers are ideally placed to tell stories which, in turn provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next or be asked to describe people in the story or pass comment on it in some other way.

3. Interviews

One of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. In such situation, students really listen for answers they themselves have asked for, rather than adopting other people's questions. Where possible we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves. In such circumstances we might, though to set the subject or to take on a different person for the activity.

4. Conversation

If we can persuade a colleague to come to our class we can hold conversations with them about English or any other subject. Than students have the chance to watch the interaction as well as listen to it. We can also extend storytelling possibilities by role playing.

b. Extensive listening

Extensive listening is a kind of listening activity with the more general free for some statement, and not need certain instruction or guiding. These kinds of listening:

1. Remind the materials what was known through new method.

2. Given opportunity to the students to hear and listens the new vocabulary and structure.

The materials of extensive listening usually take place outside the classroom, in the student's home, made by the teacher itself, car or personal stereos as they travel from one place to another place. Extensive listening divides into four kinds as follows:

a. Social listening

This is usually happening in the social place, where are people talking each other freely about the certain interesting topic.

b. Secondary listening is kind of casual listening activity. For example: driving by listening music

c. Aesthetic listening or appreciation listening is the end level of casual listening from listening music until in the level enjoying the music

d. Passive listening understands some of material listening without unconscious efforts such as listening language lesson while lying down.

II.1.6. The Problems of Listening

Most learners will spend considerably more time in listening to the foreign language than in producing it. It is not only that they must understand what it said to the students during

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teaching learning process.

Commons listening problems (www.usingenglish.com)

1. Thinking of something else
2. Nonverbal: distractions, poor eye contact, face, posture, space and fidgeting
3. Interruptions
4. Finishing sentences
5. Changing the subject
6. Jump to conclusions
7. Dismiss the information
8. Prefer to talk rather than listen

According to Abbott at.al (1981:63) there are ten differences mentioned below tend to make listening more difficult than reading:

1. Students usually assume that listening native speaker is more difficult, because they have different way to produce same sounds. This is an important point to consider if your students would like to make a communication with native speaker.

2. Noise sounds can change the meaning of speech. For example, in telephone conversations, announcements, public places and conversations in crowded, noisy places. If students really interested in written material, we can shout out many interruptions but it is more difficult with speech, and it needs full of concentration.

3. The listener can't manage the speed of listening the material easily.

4. Speak material is something difficult.

5. We can't understand the information in only a few times if it uses unfamiliar words.

6. A student sometimes has to deal synchronization with other task.

7. Spoken significant is normally much less densely packed with information than written significant.

8. If the students know how to interpret them, the listener gets considerable help in comprehension of such aspects of speech as intonation.

9. In many situation, student gets signal to interpret with language alone.

10. When listener confuse with conversation, they can ask clarification about material.

II.1.7. Developing Listening Skill

According to Abbott at. al (1981:65) there are five ways to developing listening skill.

a. Types of listening material students may need to be able to comprehend If we want to help the student to develop listening skill, teacher is required to consider what types of material that they need in listening.

Furthermore, teacher can make several guesses reasonably. That thing has to present a check list to help teacher to ensure that he won't ignore something important for student in the future.

1. Dialogue

   a. Unscripted conversations between the students and other foreign language, the learner and native speakers, other language without the students' participating.

   b. Scripted conversation, e.g. like conversation in games and films. Usually among native speakers. This is to stimulate original conversation and there are many characteristics will be the same. In fact, usually there are advantages and disadvantages, even follow conversation easier than make dialog lonely or group.

2. Monologue

   a. Prepared but unscripted conversation. Teacher conveys the material from outlined

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notes. This is consisting of repetition, rephrasing and indecision, but not as much as unscripted conversation. Dialect will be differentiated, whereas quick voice cannot.

b. Verbal instructions and public announcements. Information that given by resident usually natural and short. They often repeated in identical form. If conversations are used in public place, they are difficult to hear because it is noisy. Dialect may be different but speed will be fairly uniform and moderate.

c. Formal scripted conversation, lectures or teachers and news bulletins read aloud (sometimes called 'spoken prose'). These are similar with written texts. Teacher has high information and little repetition. Teacher usually delivers fairly well and deliberate style. The speaker will often use whatever dialect to make students understand.

b. Ways of Developing Skills

According to Abbott at.al (1981:63) there are basically two ways of helping student to develop skills. One is just to give the students practice and hope that they will work out for themselves with the most efficient way. The other way is try to find out how efficient students of the skill operate, to separate the more specific sub-skills which the process entails, then to find activities and exercises which focus on the development of these sub-skills.

We need to give both general practice and exercises which focus on such things as developing the ability to listen selectively, to recognize repetition and rephrasing, to make predictions and modify predictions, to use of the information provided by connecting words and markers of grammatical relationships, to take a message or main idea without to understanding every word by word. We also need to give practice in such a way that the whole process of

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foreign language comprehension is gradually.

c. Making the learner's task easier

The types of practice you give to any particular group of learners will obviously be influenced by the types of material you think they will eventually want to listen to. But neither the material nor the circumstances in which they listen to it need be exactly like the target situation right from the start. According to Abbott at.al (1981:63) the learners cannot really control his foreign language listening experiences but teacher can control students in various ways.

1. Teacher can select material which can attract the student interest.

   Students perform better with material they want to listen to because they enjoy it.

2. Teacher also can use prior knowledge of the material to guide the listeners. This may be done in two ways:

   a. Teacher can introduce the topic with a short discussion; for example, you could announce the title or say the first sentence and ask what they think about it.

   b. Teacher can help students to be selective by giving them a purpose for listening. Give a few questions before the first hearing or ask them to understand the three main steps in a process.

3. Teacher can select material at an appropriate level of linguistic difficulty as syntax and vocabulary.

4. Teacher can control the materials. Listening exercises should be shorter than reading texts, especially in the earlier steps.

5. Teacher can repeat the material. This is clear but needs to be done with care. In most target materials will be heard only once. It is therefore, a good idea to give students

something specific to listen for, even on first hearing, to prove that they can get some information from a single hearing.

6. Teacher can control the speed of delivery and clarity of diction.

This again is obvious but it is very easy to take it too far. Students who will eventually have to listen to speech at full speed and with native speaker fluency (with short forms, unstressed words, etc).

7. You can control the variety and types of accents and the amount of noise and other distortions.

d. Providing feed-back

According to Abbott at.al (1981:63) Students need some idea of how to understand well something they have listened to. One of the teacher's jobs is to provide some form of outside and objective assessment. This is similar to testing; but it should be a form of testing which puts the interests of the learner first. Basically the problem consists of finding a way in which the students can present how well he has understood the comprehension of material without influenced by other factors. Thus, a student has understood the material while he was listening to it but should be

1. Understand the question (this applies particularly to multiple-choice questions)

2. Formulate and produce a satisfactory answer

3. Remember the answer.

Furthermore, full comprehension requires an ability to remember the information received; it is not meaningful listening at all if students forget everything immediately.

e. Information transfer exercises

Information transfer exercises are very useful here. This information involves receiving

in one form, like: diagrams, graphs, lines on maps, labels, etc (Abbott at.al 1981:63).

II.1.8. Type of Listening Question

According to Longman (1987:156) there are some traditional types of listening comprehension question are:

a. Dictation

b. Answering question

c. Obeying command

II.2 Nature of Vocabulary

Many experts have shared their own argument about the definition of vocabulary. Vocabulary is the basic competence that must be increase and reached by students, especially for students who study English as foreign language. It is difficult to master English competence such as speaking, reading, writing, and listening without mastering vocabulary. In line Tankersley (2003, p. 52) said that vocabulary is the meaning and pronunciation of words that we use in communication. Based on statement above, it is clear that in every communication need a lot of vocabulary to speed up communication itself. In addition, Hornby (1995, p. 1331) defined vocabulary as the total number of words in a language, vocabulary is a list of words with their meanings. It is mean that vocabulary knowledge is a complex system which consist of meaning and form. While Ur (1996, p. 60) states as follows:

> "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'."

In line, Wahyudi (2013, p. 13) said that vocabulary in adequate for even the simplest conversation.

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In the other side, Directed Listening-Thinking Activity can help students to improve their vocabulary. From Morrow, Gambrell and Freitag (2009, p.34) defined this strategy, when internalized as a result of frequent use by the teacher, will be transferred and used by students when new material is read or listened. The children are asked to participate in two main strategies: Developing vocabulary, and recognizing the points of view of characters, in this case by reciting conversation as the character would. And from Cramer (2004, p.54) Directed Listening-Thinking Activity has following three main components:

1. Before Listening, teachers establish a purpose for listening. Teachers ask questions about the topic and elicit predictions based upon student input.

2. During Listening, teacher periodically stop the activity (such as lecturing or reading) to ask students questions about what they are being told. These questions involve checking the accuracy of predictions and them modifying the predictions or confirming the accuracy of these predictions based upon supporting evidence.

3. After listening, follow-up activities are used to review vocabulary, check comprehension or check the accuracy of predictions.

   From the definition above, it can be conclude that vocabulary is the important elements in English that have total number of words which are needed to communicate to others and speaking up the ideas and Directed Listening-Thinking Activity (DLTA) strategy can help to students improve their vocabulary.

II.2.2 Kinds of Vocabulary

Harmer (1991, p. 150) distinguishes between these two kinds of vocabulary, The first kind of vocabulary refers to the one that the students have been taught or learnt and which they are expected to be able to use. Second refers to the words which the students will recognize they

meet them, but will probably not able to pronounce. In line Hatch (1995, p. 370) divide two kinds of vocabulary.

a. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. It is clear that productive vocabulary is the vocabulary that learners' have and they can used it properly.

b. Receptive Vocabulary

Receptive vocabulary is the words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is clear that in receptive vocabulary the learners' understand the words but they cannot use it in speaking or writing.

II.2.3 Components of Vocabulary

In vocabulary there is some components, the components as listed bellow :

a. Noun

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Noun is one of the components of vocabulary. According to Harmer (1998, p. 36) noun is a word that is the name of a person, a place, a thing, or activity or a quality or idea; nouns can be used as the subject or object of a verb.

b. Pronoun

Pronoun is a word that is used in place of a noun or noun phrase.

c. Adjective

Adjective is a word that gives more information about a noun or pronoun.

d. Verb

Verb is a word (group of words) which is used in describing an action, experience or state.

e. Adverb (adverbial phrase)

Adverb (adverbial phrase) is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

f. Preposition (prepositional phrase)

Preposition or prepositional phrase is a word (group of words) which is used to show the way in which other words are connected.

II.3 Kinds of Text

There are 13 kinds of texts (genres) that taught in Senior High School as quoted from Badan Standar Nasional Pendidikan (BSNP). Kinds of text in Englisg which are commonly studied in high school are:

1) Narrative

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To retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2) Procedure

To decsribe how something is accomplished through a sequence of actions or steps.

3) Recount

To tell past events for the purpose of informing or entertaining.

4) Descriptive

To describe a particular person, place or thing.

5) New Items

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Report

To describe the way things are, with reference to range natural, man – made and social phenomena in our environment.

7) Explanation

To explain the processes involved in the formation or workings of natural or sociocultural phenomena.

8) Spoof

To retell an event with a humorous twist

9) Discussion

To present (al least) two points of view about an issue.

10) Analytical Exposition

To persuade the reader or listener that something is the case.

11) Hortatory

To persuade the reader or listener that something should not be the case

12) Review

To critique an art work, event for a public audience.

II.3.1 Descriptive Text

Based on 2013 Curriculum, descriptive text is taught in Vocational High School. Descriptive text is a text which describes something such as persons, places, or thing. The purpose of this text is to describe something looks like. It has two parts of generic structure; they are identification and description. There must be participants and must use present tense, action verbs, and adjectives.

II.3.2 General Concept of Descriptive Text

Descriptive text is a text which describes particular persons, things, or places in specific way. Therefore, our visualization is needed. To create this text, our imagination must flow on a paper. Kane (2000: 352) states, "Descriptive text is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers be able to visualize the description". It can be concluded that descriptive text is used to describe everything which is seen by writer in detail.

According to Emilia (2010: 103), "Descriptive text is a text which is intended to describe a particular person, place or thing". The schematic structure of Descriptive text is divided

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into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

Therefore, the most important thing to create a descriptive text is on how we transfer our ideas in my mind into a piece of paper. Our ability to develop sentences by sentences become paragraphs is needed and we have to have high potential in developing the paragraphs so that the content of the paragraph is logical. It also has benefit to avoid misunderstanding for readers. A good descriptive text can make the readers also imagine what particular things, persons, or places that are being described to the writer.

II.3.3 Generic Structure of Descriptive Text

When we are creating a descriptive text, there is generic structure which makes our writing is true. Identification and description are the generic structure of descriptive text. According to Pardiyono (2007: 34), "Descriptive text has generic structure as follows:

(1) Identification: a part of paragraph of description text which tells a topic and characters that would be described.

(2) Description: a part of paragraph of description text which tells the content of describing the particular persons, places or things.

II.3.4 Language Features of Descriptive Text

Gerot and Wignell (1994: 28) state, "Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the 20 subject, various adjectives functioning to describe, relating verbs to give information about the subject,

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action verbs, adverbial to give additional information, and figurative language skill."

Language feature of descriptive text is focused on what type on sentence is used.

From all kinds of sentences in English language such as simple present tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive text. Language feature in this text type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, mental verb, action verb, etc, action verb is the one that is being used in descriptive text. Adjectives and specific participants are also taken part in this descriptive text.

(1) Using Simple Present

It is used to describe an action that is regular, true or normal. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the things are described does not exist anymore. For example;

(a) Paris is one of the beautiful cities in the world.

(b) I and my friends usually go to school at seven o"clock in the morning by bus.

(c) The hotel provides 320 rooms and a swimming pool. etc.

(2) Using Adjectives

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). It can be a single word, a phrase, or a clause. It is to make clearer nouns. For example; a beautiful kind lady, the famous places in Semarang, those ancient books, etc.

(3) Using Action Verbs

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Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tells about information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words.

For examples; run, eat, write, drink, draw, etc.

(4) Specific participant

Specific participant tells about object in specific details that is going to be described. It can be particular persons, things or places that are being described in detail and specific ways. For examples; my college, his father, Marina Beach, Prambanan Temple, Uncle Sam, etc

II.3.5 General Purpose of Descriptive Text

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that   they are part of the experience (Kang Guru: 2005). Stanley (1988: 124) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981: 59) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested.

Therefore, we have to know well what is being described because descriptive text aims to make the readers imagine what the content of the text without being affected by the writers" personal opinion. By reading a descriptive text, readers feel that they see the description just like they see pictures.

II.4 The Nature of Directed Listening-Thinking Activity Strategy

We know that students are active processors of information. We also know that students will comprehend more and better if "new" information is related to "known"

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information. It builds on what students already know and shows them how to apply this prior knowledge to new situations.

While the DLTA is an effective technique for activating prior knowledge and engaging the whole class, it is not meant to supplant instruction where students are reading on their appropriate level. The Directed Listening-Thinking Activity teaches students to listen or read actively, develop skill in comprehension of narratives, and use their awareness of genre and their understanding of plot structures to guide predictions.(Czrawford et al, 2005:91).

Step 1 : Introducing the Story and Predicting

Teachers can introduce a story like The Three Billy Goats Gruff by showing students the cover of the book and reading the title. After discussing the title, the cover, and some of the pictures, the teacher may ask students to make a prediction about the story. This is usually accomplished by asking a series of questions such as:

a) What do you think this story may be about?

b) What do you think might happen in this story?

c) Do the pictures give you any clues about what might happen?

Sometimes the teacher may read the first few paragraphs of the story to provide students with enough information to make reasonable predictions. Following an initial discussion, students decide which of the predictions they wish to accept. This process can be also facilitated by asking questions such as:

a) Which of the ideas do you think about how the story will turn out do you think is most likely correct?

b) Have you ever wished that you could live somewhere else?

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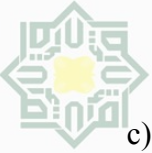
c) Have you ever thought some of your friends have a better life than you do?

Relating questions to the real-life experiences of the children help them make vital connections with their background knowledge and experience to guide their predictions.

Step 2 : Listening, Thinking, and Predicting

Once students commit to a prediction, they have in effect set their own purpose for listening as the teacher reads the story aloud. As the story unfolds during the reading, students begin to confirm, reject, or modify their predictions. The teacher usually stops at key points in the story and asks students more questions. These questions are meant to involve children in confirming, rejecting, or modifying their predictions using the new information they have heard. Teachers may ask questions such as:

a) Have you changed your original predictions about how the story will turn out?

b) What do you think will happen next?

c) If ... happens, how will that change your ideas?

The teacher continues to read the story aloud, stopping at key points in the story to repeat this procedure until the end of the story is reached.

Step 3: Supporting with Evidence

During the final part of the DLTA, the teacher asks students to remember information from the story to support their predictions. She may also ask students to recall which information in the story caused students to change their predictions. Again, the teacher uses questioning to invite students to respond to the story. Examples of such questions follow:

a) Can you remember how many times your predictions changed?

b) What happened in the story that caused you to change your predictions?

The Directed Listening-Thinking Activity is used when the teacher has only one copy of a text, or wants to engage the students in understanding a story without their having to read it. The activity may be used to teach students to comprehend better, or it may be a means of having students listen attentively to a text that will be discussed in depth later.

II.4.1 Using Directed Listening-Thinking Activity on Listening Comprehension

The DLTA provides teachers with a structure for introducing and discussing stories read aloud to children while supplying the children with a generalizable framework for listening to these stories. In this activity, students listen to a story that is told or read to them and make predictions about what will come next (Crawford et al, 2005:91). Research has shown that using a DLTA significantly increases children's listening comprehension of a story.

Listening as comprehension is the traditional way of thinking about the nature of listening. Listening is the main function of listening in second language learning to facilitate understanding of spoken discourse. Mary stated that " if our students do not learn to listen effectively, they will be unable to take part to oralcommunication (Underwood, 1989:91). Merely to hear what the speaker says is insufficient for communication to occur. When nobody listen to a speaker or when a listener fails to understand the message, we say that communication has broken down.

From the explanation, by using DLTA to teach the students in listening activity it can increase their listening comprehension and make them enjoy in the classroom.

II.5 Related Studies

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There are some related studies in this research; the related studies were taken from some research as done by some researchers around the world :

Author	Research Question	Country	Research Methodology	Participant	Technique of Collecting Data	Findings
Susilawati	Is there any significant effect of using DLTA strategy on students' listening comprehension at SMA N 11 Pekanbaru?	Indonesia	Experiemental research	30 students	Quantitative Data	This research aimed to know the effect using DLTA toward listening comprehension. It found that students' listening comprehension increased by using DLTA strategy. It also found there was significant effect of using DLTA toward students' listening

							comprehension.
Sahrul		-	Is there any significant effect of using DLTA strategy on students' listening comprehension at MTS N Bukit Barisan? - Is there any significant effect of using DLTA strategy on students' vocabulary mastery at MTS N Bukit Barisan?	Indonesia	Experiemental research	25 students	SPSS 20	This research purpose to know the effect using DLTA toward listening comprehension and motivation. It found that there is significant effect of using DLTA toward students' listening comprehension and students' motivation.

Shanti	-	Is there any significant using of using DLTA strategy on students' listening comprehension at Primary Chinese Medium School?	China	Experimental Research	30 students	Quantitative Data	The findings noted that pre-teaching vocabulary is essential to ensure the success of digital stories in improving students' listening comprehension. The findings indicate the potential of DLTA in increasing the level of motivation, interest, and attention in ESL/EFL learning.
Dolares Ramirez	-	Is there any significant	Spanish	Quasi experimental	A group. It consist 6	Quantitative Data	Findings indicate that the

		effect of using DLTA strategy on Spanish students' listening comprehension?		research.	years old-Spanish Learners.		experimental group outperformed the control group in the final test administered. These results raise interesting issues related to the use of DLTA strategy in the context of foreign language learning.
Elda Marta		Can DLTA improve listening comprehension of SDN Bungo Pasang Padang? Which	Indonesi	Action Research	25 Students	Quantitative Data	This research aimed to know the effect using DLTA toward vocabulary mastery. It found that students' vocabulary

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		componets of listening comprehension are mostly improved?					mastery increased by using songs. It also found there was significant effect of using DLTA toward students' vocabulary mastery.
Ali Sabah	-	Is there an impact on the use of DLTA students at University? Are there any statistical significance differences (a<0,05) in the first grade students	Iraq	Experimental Research	51 students	Quatitative Data	The study aimed at investigating the impact of Directed Listening Thinking Activity (DLTA) on Developing. It showed that there was significant effect of using DLTA strategy

		listening proficiency due to the teachinbng method (DLTA)?					towards students' listening comprehension.
Alma Rosa	-	Is there any influence of using DLTA to produce in Englisg speaking comprehension?	Indonesia	Action research	Four and Fifth Grades	Quantitative Data	The results of this action research study incorporating a Directed Listening-Thinking Activity to promote oral English skills agreed with the latest literature and research on fostering ESL. DLTA matches with whole language theories of providing an environment in the classroom where real communication events take place. Students were allowed to express themselves without fear or anxiety, resulting in an increase of self-confidence.
Evy Febri	-	Is there any impact of using	Indonesia	Action Reserach	20 students	Data Quantitative	The tests result showed the improvement of the students' achievement before and after

		DLTA to improve listening comprehension?					the action in Cycle 1 and Cycle 2. The students' mean score in the pre-test is *63.6*. The students' mean score in the post-test 1 is *71.7* and the students' mean score in the post-test 2 is *79.5*, which the last mean score is higher than KKM which is *65*.00. It means that there was an improvement between the students' vocabulary mastery before and after the action research. The action research findings showed "the used of directed listening thinking activitycan improve the students' vocabulary mastery and the classroom condition".
Talal Abd Hamid	-	What is the effect of the directed listening thinking activity	Jordan	Experimental Research	42 students	Data Quantitaive	This study aimed at investigating the effect of the directed listening

		through cooperative learning on English secondary stage students' vocabulary mastery in Jordan?					thinking activity through using cooperative learning on English secondary stage students' reading comprehension in Jordan.
M. Arif	-	Can DLTA improve listening comprehension? What is DLTA strategy? What is steps of DLTA strategy on listening comprehens	indonesia	Descriptive Research	Fifth Grade of Elementary School	Qualitative Data	The study aimed at describing the impact of Directed Listening Thinking Activity (DLTA) on Developing. It showed that there was significant effect of using

	ion?					DLTA strategy towards students' listening comprehension.
M. Helmi	- is there any significant impact of using DLTA strategy to improve vocabulary mastery?	Indonesia	28 students	Experimental Research	Quantitative Data	This research is aimed to find out whether or not vocab acrostic effective in teaching Vocabulary at MTs. Islam Selaparang Putra Kediri Lombok Barat. It can be concluded that Vocab Acrostic is effective in teaching Vocabulary at MTs. Islam Selaparang Putra Kediri Lombok Barat in academic year2016/2017.
Santi	- Is there any significant improve listening comprehension?	Indonesia	Expository	University Students	Qualitative Data	This reseach highlights the findings of a study which was undertaken at Islamic State

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							College of Palangka Raya. The aim of the study was to describe how the Directed Listening Thinking Activity (henceforth DLTA) strategy can improve reading comprehension.
Oktaviani		Can DLTA improve listening comprehension?	Indonesia	Action Research	Fifth Grade	Quantitative Data	this research aims that to describe the implementation of strategies to increase listening skills with DLTA story, story

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					listening skills learning outcomes, and the obstacles that occur during the learning listening story with DLTA strategy.

There are many researcher has conducted research dealing with DLTA strategy. Susilawati (2013), Al-Khayyat (2015), and Santi (2013) had conduct a research to increase the students listening comprehension by DLTA strategy. They had found that it worked. Syahrul (2016) tried to find out the effect of using DLTA strategy on students listening comprehension and motivation. The research findings were students listening comprehension and motivatiin icreace by using DLTA strategy. Alqahtani (2015) made research about vocabulary in learning how and how it is taught. The research conducted in descriptive design. Suri (2012) found DLTA strategy increased students vocabulary mastery.

The research above had proved that DLTA strategy had positive effect at students listening comprehension and vocabulary mastery. Otherwise, the previous research only focus on one skill without considering students vocabulary mastery. That is why the researcher interested to find out the effect of using DLTA strategy to students listening

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comprehension and vocabulary mastery. This research was proved that DLTA strategy also ha significant effect on students listening comprehension and vocabulary mastery. This research confirmed the previous reseraachers.

II.6 Operational Concept and Indicator

II.6.1 Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research. This part will be expressed into the operational concept. It is an important element in scientific study, because it is still operated in an abstract from of the research planning, which must be particular word in order to be easy to measure empirically and clarify briefly the variable used in thid research.

Importantlt, this research is an experimental group which is focused on gaining effect of Directed Listening Thinking Activity Strategy on students' listening comprehension and vocabulary mastery. Therefore, in analyzing the problem of this research, three variables are used. They are variable (X) and Variable (Y1 & Y2). Variable X is using Directed Listening Thinking Activity Strategy and variable Y1 is students' listening comprehension, while variable Y2 is students' vocabulary mastery.

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:

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Concept 1

Experimental Research
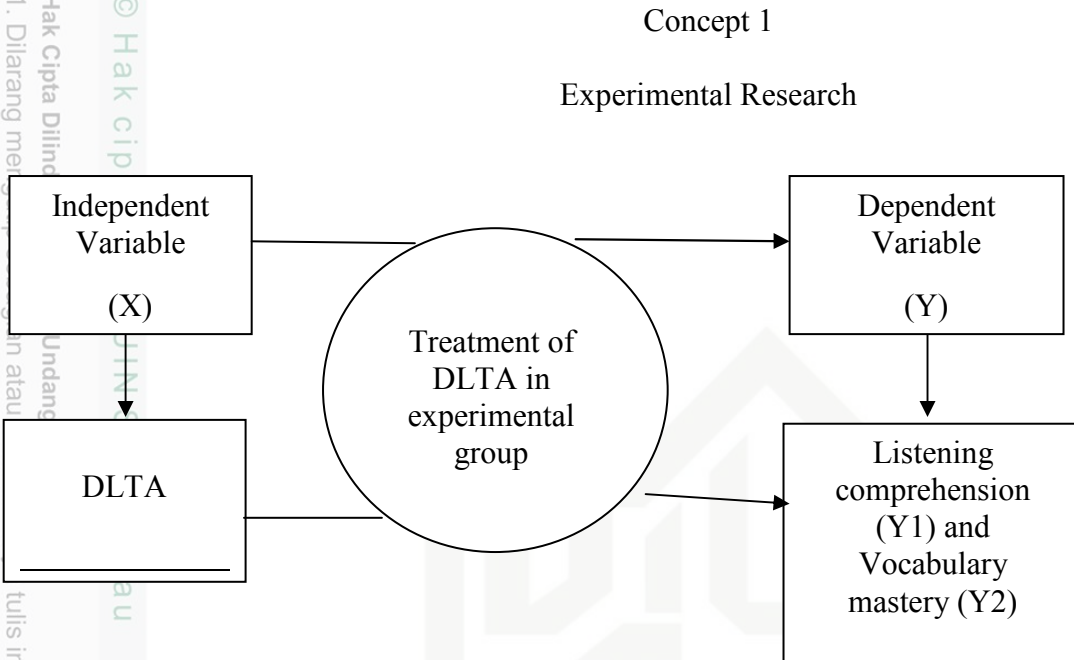
II.6.2 Indicators of Variable X (Directed Listening Thinking Activity)

There are three variables in this research; the first variable is DLTA as independent variables, the second is Listening Comprehension as intervening, the and dependent variable, the last is vocabulary mastery as dependent variable.

a) The indicators of Directed Listening Thinking Activity approach are as follow:

- The teacher chooses a predicable story for sharing with the class.

- The teacher chooses stopping points—places where something is about to happen or a question is about to be answered. There should be around five of these—more will break up the flow of the story, and momentum (and interest) will be reduced.

- The teacher may share just the title, and explain the genre of the story (folktale, realistic fiction, fable, myth, etc.) and ask students what things they think might happen in it. The teacher presses the students to make the most specific predictions

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they can. After the predictions have been made, the teacher challenges students to decide which predictions they think will come through (even if someone else made them), and then listen carefully to see what will happen.

- The teacher reads or tells the next section of the story up to the next stopping place, asks which predictions are coming true, and what makes students think so. Then students are asked to make more predictions and the prediction and confirmation cycle continues until the story is finished.

- After the story is finished, students are asked to reflect on their predictions. Which predictions turned out to be accurate? How were they able to make them? How did their awareness of the genre, plot, or theme of the story help them predict what would come next? What advice would they give other students for making accurate predictions? (Crawford et al:92).

II.6.2.1 Indicators of Variable Y

a) The indicators of listening comprehension (Y1) are as follow:

- Students are able to know pronunciation and spelling what a word sound

- Students are able to specify word meaning

- Students are able to identify grammar correctly

- Students are able to find out synonyms or antonyms

The indicators of vocabulary mastery (Y2) are follow:

- Students are able to find out understand word meaning

- Students are able specify extending word

- Students are able identify noun, verbs, adjective.

II.7. The Assumption and The Hypothesis

There are some assumptions of this research based on the problems and the phenomenon happened in the school; students who are taught by using DLTA will have better listening comprehension and vocabulary mastery.

Then, there are four hypotheses in this study. These hypotheses based on the theories stated in this research quoted from some researches before. The hypothesis can be read in the statements below:

Ha$_1$: There is a significant difference on students' listening comprehension post-test mean score between an experimental group and a control group at SMP IT Al-Ikhlas Pekanbaru.

Ha$_2$: There is a significant difference on students' vocabulary mastery post-test mean score between an experimental group and control group at SMP IT Al-Ikhlas Pekanbaru.

Ha$_3$: There is a significant difference on students' listening comprehension and vocabulary mastery post-test mean score between an experimental group and control group at SMP IT Al-Ikhlas Pekanbaru.