

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Listening Comprehension on Narrative Text

Listening is assuming greater and greater importance in foreign language classrooms. Rost as quoted by David Nunan stated that listening is vital in the language, because it provides input for the learner.<sup>1</sup> In addition, I.S.P Nation stated that the early language development are depends on listening.<sup>2</sup>Learner can get the knowledge or message from the teacher if they pay attention to listen to the teacher.

According to Longman, listening is the process of understanding speech in a first or second language.<sup>3</sup>It means that listening is the activity of hearing the sound. According to John Field listening is a skill which impact in specific ways upon the classroom context in general and upon in individual learner in particular.<sup>4</sup> In conclusion, listening comprehension is ability of a person in understanding the message and giving response what they have heard.

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<sup>1</sup> Rost in Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*. (USA: Cambridge University Press, 2002), p. 238

<sup>2</sup> I.S.P Nation and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking*. ( New York: Routledge, 2009), p.37

<sup>3</sup> Jack C. Richards and Richards Smith, *Longman Dictionary of Language Teaching and Applied Linguistics*.(London: Pearson Education, 2002), p.313

<sup>4</sup> John Field, *Listening in the Language Classroom*. (USA:Cambridge University Press,2008), p.56

In addition, Murphy<sup>5</sup> also said that there are three activities for listening, they are:

- a. Hearing to what is being communicated
- b. Storing and correlating the information
- c. Reacting

These three stages explain about the process of listening. First, one hear what is being said by other people, then store it to brain and analyze the information and the last is reacting of the information. One can react the information what he heard well will be called good listener.

As a foreign language listener, it is very important how to be a good listener. It is a real that many foreign language listeners do not understand how to attain it. There are some important elements that should be done when they listen to second or foreign language. They should be able to understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary and understanding different accent.

Vallet<sup>6</sup> stated that the skill of listening need proficiency in three areas:

- a. Discrimination

Students should be able to differentiate between a pair of word that have similar sound such as seat and sit or beat and bit. The students who have a

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<sup>5</sup> Murphy, *A Descriptive study on the ability of Listening Comprehension at the third year students of State Islamic University of Suska Riau* (Pekanbaru: Unpublished Thesis, 2003), p.8

<sup>6</sup>*Ibid*, p. 10-11

good knowledge of structure and vocabulary will be able to discriminate trouble some phonemes.

b. Retention

The students who are given a certain meaning to the word will remember it more easily. It means by imposing a certain meaning to the word can increase students' retention span. It can help students retain longer sentence.

c. Comprehension

The main object of listening test is to evaluate the students comprehension. Their degree of comprehension will depend on their ability to discriminate phonemes, understand stress and intonation pattern, and retain what they have heard.

## 2. The Nature of Narrative Text

According to Th. M. Sudarwati and Eudia Grace, narrative deals with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution.<sup>7</sup> It is included legends, plays, science fiction, myths, cartoons, adventure stories, etc. moreover, Otong says that narrative text is kind of story, narrative or legend text that has purposes to amuse the reader which is indicated by showing a problem and the way to respond the problem and respond commonly is a solution.<sup>8</sup>

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<sup>7</sup> Th. M. Sudarwati and Eudia Grace. *Look Ahead Book : An English Course for Senior High School Students Year XI* ( Jakarta: Erlangga, 2005). p. 64

<sup>8</sup> Otong Setiawan Djuhari. *Mengerti Bahasa Inggris untuk SMA*(Bandung: Yrama Media, 2007). p. 436

The narrative contents can be a non-sense story or the fact story. Narrative can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. therefore, narrative is popular among science, academic community and educated people. We can use narrative text to entertain the reader or listener.

The social purposes of narrative are to amuse or to entertain, to deal with actual vicarious experience in different ways. While, Kalayo Hasibuan and M. Fauzan Ansyari say that the purposes of narrative are to entertain, create, stimulate emotions, motivate, guide, and teach.<sup>9</sup> The language features of narrative are; focus on specific and individualized participants, use of material process (action verb), use some of behavioral and verbal processes, use of relational process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstances.

Furthermore, the generic structure of narrative usually has three main parts. They are called as orientation, complication and resolution.

- a. **Orientation:** introducing the characters of the story, the time and the place of the story happened (who/what, when and where)
- b. **Complication:** a series of events in which the main character attempts to solve the problem.
- c. **Resolution:** the ending of the story containing the problem solution.

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<sup>9</sup> Kalayo Hasibuan and Fauzan Ansyari, *Op.Cit.*, p. 436

### 3. The Students' Listening Comprehension on Narrative Text

According to the latest curriculum (KTSP), listening is taught through kinds of genre texts. In syllabus, students' listening comprehension especially to the second grade, is the students that are required to comprehend the meaning of short functional text and essay namely narrative, report, analytical exposition, spoof, and hartatory exposition accurately, fluently and acceptably in meaningfull of daily life. In this research, students' listening comprehension focuses on comprehending narrative text only.

Narrative is a story telling. In other words, narrative is a story that is written to explain what, when, and who. It reveals what a reader should learn. According to Syafi'i, narration is the telling or relating of occurrences or a series of events. It requires writer to tell what happend. In telling a story or retelling events, it is useful to organize the events in choronological order, or time sequence. Generally, the events should be written about just as they happen, one after the other.<sup>10</sup>The purpose of narrative paragraph is to entertain, create stimulate emotions, motivate, guide, teach.

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<sup>10</sup> M. Syafi'i S, et al, *Op. Cit.*, p. 18

#### 4. The Factors Influencing Students' Listening Comprehension on Narrative Text

There are some factors that may have influence in listening. Brown states that there are eight factors in listening process:<sup>11</sup>

- a. Clustering: In spoken language, due to memory limitations and our tendency for clustering the words, we should make a speech into smaller group of word. Phrases within clauses are more easily to comprehend.
- b. Redundancy: In spoken language such as conversation, we always find redundancy of words, like repetitions, elaborations, and insertions of "I mean". This redundancy may help the hearers to process meaning by giving more time and extra information.
- c. Reduced Forms: Spoken language also has many reduced forms beside it has a good deal of redundancy. It can be form phonological such as "Djeeyet?" Did you eat yet? Or form morphological such as "I'll" from I will. This very influencing and it is a significant difficulty especially for the learners.
- d. Performance Variable: In spoken language except for planned discourse, hesitation, false starts, pauses and correction are common.
- e. Colloquial Language: Sometimes, learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monologu or dialogues.

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<sup>11</sup>Brown, *Language Assessment Principle and Classroom Practices*. (San Fransisco: Addinson Wesley Longman, 2003), p. 122.

- f. **Rate of Delivery:** The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that are used by speaker is more crucial and easy to comprehend the information.
- g. **Stress, Rhythm, and Intonation:** Listener can comprehend the spoken language easily if there is any stress, rhythm, and intonation. They can understand whether it is question, statements or emphasis.
- h. **Interaction:** Learning to listen is also learning to respond. To get respond actively from the students or listener, teacher need a good strategy and it can make them comprehend the listening session clearly.

In conclusion, the factors above should be considered in comprehending listening by the students as listeners. One of the factor is teachers need a good strategy to make students comprehend the listening session clearly. Therefore, strategy is the important thing to make students as listeners become easier and more active in comprehending listening. Serial story strategy is very useful strategy for teacher to improve students' listening comprehension.

## **5. The Nature of Serial Story Strategy**

Strategy is one of the most importanting in learning process, because without using strategies the learning process will not run well, the students will feel bored with the lesson that will be presented by the teacher. So the

teacher should master many strategies that are suitable for the students in order to make the students easier to understand all of the material that given by the teachers. strategy is the way how to do something to get a purpose. According to Manser and Martin strategy is plan intended to achieve a particular purpose.<sup>12</sup> So,the strategy can help the teacher and the students to comprehend the language skills.

One of the strategies can be used in teaching listening is serial story strategy. The aim of this strategy is to raise awareness of pronunciation problems; to show students how to make their own listening material<sup>13</sup>. So, the students know how to pronounce the words or sentences and the students can easily understand the meaning what the speakers say in record. The teacher could use any short text for this activity. It could be delivered from a course book, or a story they are familiar with, a short description of an item which has been in the news, or an anecdote or joke.<sup>14</sup> A story is told by one person or by a creative team to an audience that is usually quiet, even receptive. Or at least that's what a story used to be, and that's how a story used to be told.<sup>15</sup>

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<sup>12</sup>Manser & Martin. H,*Oxford Learner's Pocket Dictionary*, Third Edition (New York: Oxford University Press, 2000), p.138

<sup>13</sup>Goodith White, *Loc. Cit.*

<sup>14</sup> Ester Uso-Juan and Alicia Martinez-flor,*Current Trends In The Development And Teaching Of The Four Language Skills.*( New work: library of congress cataloging-in-ppublication data. 2006), p. 122

<sup>15</sup>Bryan Alexander and Alan Levine. *Storytelling emergence of a new genre.*(National Institute for Technology and Liberal Education, 2008), p. 40. <http://nitle.org> Retrieved on December 25, 2013.



The procedures of serial story strategy are<sup>16</sup>:

- a. Ask for volunteers, and give each of them a split of paper with one part of narrative text.
- b. Set the rest of the class some work for five minutes, like give them games or exercise, while you take the volunteers out of class into the corridor to record their part of the story (alternatively, make the volunteers responsible for organizing the recording). They should record the parts of the story in jumbled order.
- c. Play the recording to the whole class. The students write down what they hear on the tape word, and then compare what they have written with another student. Play the tape three or four times.
- d. In pairs, the students put the story into the correct order. Check the answers, and discuss any problems the students had in understanding what was said on the tape.

## **6. The Teaching Principle of Serial Story Strategy**

Principle is the essential thing that should be provided in teaching and learning English. All of the activities in this process depend on the principle itself. Therefore, principle has the crucial role in order to reach the purpose of teaching and learning process. Here is the teaching principle of serial story strategy as follow:

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<sup>16</sup> Goodith White. *Loc.cit.*

<b>No</b>	<b>Activity</b>	<b>Principle</b>
a.	Ask for volunteers, and give each of them a split of paper with one part of the text	The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.
b.	Set the rest of the class some work for five minutes, while you take the volunteers out of class into the corridor to record their part of the story (alternatively, make the volunteers responsible for organizing the recording). They should record the parts of the story in jumbled order.	Students can learn through observing actions as well as by performing the action themselves
c.	Play the recording to the whole class. The students write down what they hear on the tape word, and then compare what they have written with another	Pre task, in which students work through a similar task to one that they will do individually is a helpful way to have students see the logic involved in what they are being asked to do

	student. Play the tape as many times as the students want.	
d.	In pairs, the students put the story into the correct order. Check the answers, and discuss any problems the students had in understanding what was said on the tape.	In group, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged

### **7. Using Serial Story Strategy toward Students Listening Comprehension on Narrative Text**

Based on writer's comprehension to the steps of serial story in listening discussed in this research and the writer's experience in teaching narrative, the writer notices some steps as follows:

- a. Ask for volunteers, and give each of them a split of paper with one part of narrative text.
- b. Set the rest of the class some work for five minutes, while you take the volunteers out of class into the corridor to record their part of the story (alternatively, make the volunteers responsible for organizing the recording). They should record the parts of the story in jumbled order.

- c. Play the recording to the whole class. The students write down what they hear on the tape word, and then compare what they have written with another student. Play the tape as many times as the students want.
- d. In pairs, the students put the story into the correct order. Check the answers, and discuss any problems the students had in understanding what was said on the tape.

## **B. Relevant Research**

Relevant research is one of the most important in research proposal, without relevant research our research, can not be perfect. Relevant research is required to observe some previous researchers conducted by other researcher, in which they are relevant to our research .<sup>17</sup> Below are some researcher conducted by some researchers relevant to this research:

1. This research was conducted by Khadeja Abd Al-Rahman Abo Skhela “The Effectiveness Of Using Storytelling Technique In Enhancing 11th Graders' Listening Comprehension Sub-Skills In MiddleGaza Governorate”.<sup>18</sup> The location of the research was at governmental schools in Middle Gaza governorate for the school year (2009 . 2010 ). The population was 1929. She used proportional random sampling to get the sample. She took 74 students as sample. Technique for collecting data was field note and questionnaire.

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<sup>17</sup> Syafi'i ,*A Writing Of English For Academic Purposes*. (Pekanbaru : Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p.122

Meanwhile, technique for analyzing data she used descriptive qualitative with percentage. At the end of the research she concluded that many factor which influence students' listening comprehension. But, the most influencing factor was understanding about speaker pronunciations.

2. Another relevant reserch was conducted by Astinah. *The Students' Activity In Improving Their Ability In Listening Comprehension At MAN 1 Pekanbaru*".<sup>19</sup> The location of that research was at jalan Bandeng No. 51 Pekanbaru. The population ang sample of this research was all the second year students of MAN 1 Pekanbaru. The total number of the sample was 35 students that consisted of 8 males and 27 females. She took all of the population to be sample in this research. Technique for collecting data was interview and questionnaire. Meanwhile, technique for analyzing data, she used descriptive qualitative with percentage. The conclusion is the students' activity in improving their abbility in listening comprehension was fair. There are two factors influence the students in listening. They were the students' concentration and students' attention.

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<sup>19</sup>Astinah. "*The Students' Activity In Improving Their Ability In Listening Comprehension At MAN 1 Pekanbaru.*" ( Pekanbaru: UIN Suska Riau, 2009), p. 60

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. There are two variables in this research. X variable is using Serial Story strategy and Y variable is students' listening comprehension. To measure each variable, the writer will identify them in some indicators as follows:

1. Serial Story Strategy (X Variable)
  - a. The teacher introduces and explains about serial story strategy
  - b. Teacher asks for volunteers, and gives each of them a split of paper with one part of narrative text.
  - c. Teacher sets the rest of the class some work for five minutes, while the teacher take the volunteers out of class into the corridor to record their part of the story
  - d. The teacher asks volunteer to record the parts of the story in jumbled order.
  - e. The teacher plays the recording to the whole class and asks students to write down what they hear on the tape word, and then compare what they have written with another student.
  - f. The students are devided into pairs, the teacher asks students to put the story into the correct order. Check the answers, and discuss any problems the students had in understanding what was said on the tape.

2. Students' listening comprehension (Y Variable)

- a. The students are able to identify the topic in fables and folk tales that they heard
- b. The students are able to identify the generic structure of fables and folk tales that they heard
- c. The students are able to identify specific details containing of characters included in monologue text listened accurately
- d. The students are able to identify where the story take place in fables and folk tales
- e. The students are able to identify the certain information in fables and folk tales that they heard.
- f. The students are able to identify moral values implied in the story

**D. Assumption and Hypothesis**

**Assumption**

In this research, the writer assumes that the result of this research can show there is a significant effect of Serial Story strategy to improve students' listening comprehension.

**Hypotheses**

$H_0$ : There is no significant difference of students' listening narrative text comprehension taught by using and without using Serial Story Strategy at Darul Hikmah Islamic Senior High School Pekanbaru.

$H_a$ : There is a significant difference of students' listening narrative text comprehension taught by using and without using Serial Story at Darul Hikmah Islamic Senior High School Pekanbaru.