

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is used as the foundation and reference related to this study.

A. Listening

1. The Nature of Listening

Listening is essential in communication because it is used in all aspect of life. Morley said that people listen twice as much as they speak, four times more than they read, and five times more then they write⁹. It means that listening is used far more than any other language skills in life.

There are several definitions of listening, Howatt and Dokin stated listening as the ability to identify and understand what others are saying¹⁰. This involves understanding a speaker's accent or pronunciation, his grammar, and grasping his meaning. Nevertheless, according to Kline, listening is often considered having the same meaning as hearing¹¹. He clarified that hearing is the one's perception of sound whereas listening is the

⁹ Joan Morley, *Current Perspectives on Improving Aural Comprehension*. Alabama: Air University Press, 2006. (<http://www.eslmag.com> accessed on Tuesday 7 August 2012 at 12.06 a. m)

¹⁰ A. Howatt and Dokin J, *Language laboratory materials* (ed. J. P. B. Allen, S.P, 1974). p. 8

¹¹ A John Kline, *Listening Effectively*. Alabama: Air University Press, 1996.

(<http://www.au.af.mil/au/awc/awcgate/Kline-listen/b10tp.htm>. accessed on Saturday, 7 August 2012 at 12. 45 a.m)

attachment of meaning to the sound¹². Thus it should be made clear that hearing is only one aspect of listening. Listening is more than hearing sound, but receiving, constructing meaning form, and responding to verbal or non-verbal message.

a. The Process of Listening

According to Harmer listening is classified as receptive skill that he defined as the way in which people extract meaning from what they see or hear¹³. He also added that as receptive skill, listening is a form of language comprehension in which people are trying to get some meaning through listening. O'Malley and Chamot defined listening comprehension as a process which involves the meaningful interactive activity for an overall understanding of the text¹⁴. Pekin also stated that in listening comprehension process, listeners use knowledge to understand the meaning¹⁵. The knowledge is including the knowledge of language, about what is said, about the situation in which speech occurs and background knowledge of language.

Apparently, listening comprehension is a very complex process. A number of theorists have attempted to describe it in terms of sub-skills that underline the process. Rivers suggested that listening may be

¹² A John Kline, *Listening Effective...*

¹³ Jermy Harmer. *The Practice of English Language Teaching*. (England: Longman, 2001).p.20

¹⁴ J. Michael O'Malley and Anha Uhl Chamot .*Listening Comprehension Strategies in Second Language Acquisition*. (New York: Oxford University Press, 1989). P. 37

analyzed into two levels of activity; the recognition level and the level of selection. At the recognition level, the listener must deal with the identification of words and phrases, structuralize, time sequences, logical and modifying terms and others. At the level of selection, the listener seizes on those elements of the speaker's language which seem contain the gist of the message. Oakeshott-Taylor proposed a distinction between what he calls 'micro-comprehension' which is the perception of a short section of a text, and 'macro-comprehension' which is the understanding of a text in its totality¹⁶.

In accordance with the listening comprehension skills, some scholars have attempted to describe listening comprehension skills in communication terms. Comprehensive taxonomy of listening sub-skill is provided by Weir as follows¹⁷:

1) Direct meaning comprehension

- Listening for gist
- Listening for main idea or important information
- Listening for specifics of important details

¹⁵ Asli Pekin et al. Listening Activities. (<http://Ingilish.com/listening-activities.htm>, Accessed on Tuesday, August 07, 2012 at 08.29 p.m.)

¹⁶ Rene' Dreiven and J. Oakeshott-Taylor, Listening Comprehension- Language Teaching. (Switzerland : International Academic Publishers, 1985) Page. 18

¹⁷ Ceyril J. Weir. *Understanding and Developing Language Test*. (New York: Prentice Hall, 1993). Page. 75

- Determining a speaker's attitude or intention towards a topic

2) Inferred meaning comprehension

- Making inferences and deduction
- Relating utterances to their social and situation contexts
- Recognizing the communicative function of utterances
- Deducing meaning of unfamiliar lexical items from context

3) Contributory meaning comprehension

- Understanding phonological features
- Understanding grammatical nation such as comparison, cause, result, degree, etc.
- Understanding discourse markers
- Understanding the main syntax structure of clauses or idea units
- Understanding cohesion, especially reference
- Understanding lexical cohesion, especially lexical set membership and collocations
- Understanding lexis

4) Listening and taking notes

- Ability to extract salient points to summarize the text
- Ability to select relevant key points

b. The Types of Listening

Numerous classifications exist of the purposes for which listeners listen too. Richards asserted that listening purposes vary according to whether listeners are involved in listening as a component of social interaction such as listening to lectures, listening for pleasure such as listening to the radio, movies, television, or for some other reason¹⁸. On the other hand, Harmer divided reasons for listening into two broad categories; instrumental and pleasurable. Instrumental reasons take place since it will help people to achieve some clear aims, in other word; people have instrumental purpose in their mind to listen to something. While pleasurable is listening for pleasure, for example; listen to the comedy tapes. He also said that instrumental listening can be pleasure too, so there is a great deal of crossover between the two categories¹⁹.

Other types of listening that occur in daily life are suggested by Brown²⁰. Those are as follows:

- 1) Intensive. Listening for perception the components (Phonemes, Word, Intonation, Discourse markers, etc) of a large stretch of language.

¹⁸ Jack C. Richard, *the Context of Language Teaching*. (Cambridge: Cambridge University, 1985), P.7

¹⁹ Jermy Harmer, *The Practice of English Language Teaching*...P 24

²⁰ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. San Francisco State University: Longman, 2004. P. 65

- 2) Responsive means listening to a relatively short stretch of language (a greeting, command, comprehension check, etc) in order to make an equally short response.
- 3) Selective means processing stretches of discourse such as short monologues. The purpose is to comprehend information in a context of longer stretch of spoken language such as classroom direction from teacher, television, radio, news, or stories.
- 4) Extensive means listening to develop a global understanding of spoken language. Listening for gist, for the main idea, and making inferences are all part of extensive listening.

From the explanation above, listening is basically a very complex and interactive process, and possesses various kind of element. Thus the nature of listening is crucial for students and teachers because it can accommodate both of them in applying listening activities in the classroom.

2. The Teaching Listening

Brown states, "teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning"²¹. It is a process of communication. It has to be created through the way of teaching and

²¹ H. Douglas Brown. *Principle of language learning and teaching*. USA: Addison Wesley Longman Inc, 2001., p.7

exchanging the message or information by the every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others.

Listening is the same as reading, speaking, and writing that have to be mastered. Irwin cited in Rubin, discovered that freshmen who were taught listening, demonstrated an improvement of listening in an experimental post test²². It means that listening can be taught and that such teaching can result in improved listening ability.

Another reason why listening is important to be taught in language classroom is that successful listening is acquired over time and with lots of practices, and yet specific exercises of listening are difficult to quantify compared to speaking and reading which have many very specific exercises to be improved²³.

Moreover, teacher should have the techniques and strategies that create the enjoyable teaching learning listening for students. Richard cited in Aprilianyah, clarifies that the role of listening in building up language competence should be focused on techniques and strategies to provide language learning and comprehension²⁴.

²² Barnett R. Rubin. *Improving Speaking and Listening Skill*. San Francisco: Jossey-Bass Inc. Publisher. 1983. P. 105

²³ Kenneth Beare. *The Challenge of Teaching Listening Skills*. (<http://esl.about.com/es/teachinglistening/a/a-tlisten.htm>. Accessed on Thursday, August 09, 2012 at 10.29 a.m)

²⁴ Aprilianyah. P A, *The Use of English Songs to Improve the Listening Ability of Vocational High School Student*, (Unpublished: UNESA, 2010). P. 9

Brown stated that although the curriculum is dedicated to the integration of language skill, it is important to focus on each separate skill in appropriate dose²⁵. He also added that of all language skills, listening is the major component in language teaching and learning because in the classroom, learners do more listening than speaking. However, according to Katherine, listening tends to be neglected because there is impression among teachers that they taught listening skill while in fact they are teaching other skill²⁶.

In Indonesia, Lie said that the implementation of English teaching apparently tends to emphasize more on grammar drilling so that English language competence of the secondary school graduates is still low even if they have learnt English for years²⁷. In line with this, according to Syaifullah many secondary school students find it is rather hard to do their listening test on their final exam since they are not trained listening properly so that they cannot comprehend well the oral monolog or dialog they hear from the tape.

Based on the statement above, English language teacher has an important role to help student improve their listening comprehension. Therefore, teachers have to apply effective strategies in teaching listening so that the students can improve their listening skill.

²⁵ H. Douglas Brown, *Principle of language learning and teaching*... P. 39-41

²⁶ Katherine Schultz. *Listening: A Framework for Teaching across Differences*. USA: Teachers Collage Press, 2003. (http://books.google.co.id/books?id=eBu1tYDfeAsC&pg=PR7&source=gbs_selected_pages&cad=3#v=onepage&q&f=false. Accessed on Wednesday, 08, 2012 at 08.55 am)

3. The Principles in Teaching Listening

Most of English teachers mention that listening is one the most important skill that has to be skilled. This argument based on the statement, “*you cannot write a language unless you can speak it. You cannot speak a language unless you have listened to it*”²⁸. So, listening and the others English skills are tied together. This meant activities need the strategy in order to make listening easy to be taught and put it such as a skill to develop English comprehension, especially through teaching listening.

According to Harmer, there are some principles in teaching listening:

- a. Encourage students to listen as often and as much as possible²⁹.

A proverb stated, “practice makes perfect” means students have to doing more practice in every skills that should be mastered so makes them skill are perfect. Students need to do more practices on their listening skill to be a better listener. Then, it will make students accustomed to such listening text.

- b. Help students prepare to listen³⁰.

²⁷ Anita Lie, Pengajaran Bahasa Asing antara Sekolah dan Kursus. Kompas Online article edition Augustus 8 ,2012. (<http://www.kompas.com/kompas-cetak/1208/08/PendIN/1129942.htm>. Accessed on Wednesday, 08, 2012 at 01.34 pm)

²⁸ <http://www.crickcrackclub.com/CRICACK/EDUCSPLF/HTML>.(Accessed on Saturday, 7 Augustus 2012 at 08.05 p.m.)

²⁹ Jermy Harmer, *How to Teach English new edition*, (England: Pearson Education Limited, 2007), p. 135.

³⁰ Jermy Harmer, *How to Teach English new edition*,... p. 136.

When the English teachers will teach listening, they should not directly give listening lesson. It is better for the teacher to stimulate the students' mind, for instance, by showing such pictures which related with listening material that will be teach so the students can predict what kind of story that they will hear. Because of their curiosity, it can make students have motivation for listening the story. It is stated by Goodith White "*listening well involves motivation and concentration, and you can listen badly if you are not interested in the subject, or it is one that you do not know much about, or if there are a lot of distractions which make it difficult to focus on listening*³¹."

c. One may not be enough³².

Ur stated, "even if learners can do the task after one listening, you may wish to let them hear the text again, for the sake of further exposure and practice and better chances of successful performance"³³.

d. Encourage students to respond to the content of a listening, not just to the language³⁴.

³¹ Goodith white. *Listening*. (New York: Oxford University Press, 1998), p. 13.

³² Jermy Harmer, *How to Teach English...*, p: 136.

³³ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p. 109.

³⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory...*, P.136

It is suggested for the students, when they do listen they have to pay attention not only to the information in the text but also to the language component (include in meaning and pronunciation).

- e. Different listening stage demand different listening task³⁵.

Teacher should give a clear instruction to the students the purpose of the listening activities, whether it is general or specific purpose. The general purpose of listening is students can listen and understand the text's content. Then, the specific purpose is students can answer questions based the listening text or do such another listening task after listening activities.

- f. Good teacher exploit the listening text to the full³⁶.

It is better for english teacher to make her/his listening class more active and enjoyable. When teaching listening, teacher should not use listening text only. The teacher can combine the listening itself with the other activities. For example, teacher can put pictures in the order in which the story is told or teacher can tell unfinished story then ask students to predict the next event³⁷.

³⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory...*, P.136

³⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory...*, P.136

³⁷ Penny Ur, *A Course in Language Teaching: Practice and Theory...*, p. 143.

4. The Strategy and Technique in Teaching Listening

The role of listening in building up language competence should be focused on strategies and techniques to provide language learning and comprehension. The strategies and techniques development for teaching listening have been discussed in various literatures in which several experts have introduced different concepts about listening comprehension³⁸. There are some strategies and techniques for teaching listening as follows:

a) Dictogloss technique

The dictogloss is a language teaching procedure in which students take a note during the teacher dictates the short text at normal speed then students' works in group to reconstruct their own version of the original text by discussing the grammatical decision about the text, such as word choice, cross-sentences connection. According to Jacobs and Small, dictogloss is new way to do dictation which represents a major shift from traditional dictation³⁹.

b) Think-Pair-Share Strategy

Think-Pair-Share is a low-risk strategy to get many students actively involved in classes of any size. Kagan stated that in Think-Pair-Share, listening is encouraged by students' need to summarize

³⁸ Asmawatie Rosyidah, Thesis "*Developing Listening Material for Teaching English at MAN MALANG I*" (Malang: Universitas Negeri Malang, 2002). P. 20

³⁹ [http://www.Readingmatrix.com/articles/Jacobs small/article.Pdf](http://www.Readingmatrix.com/articles/Jacobs%20small/article.Pdf). Accessed on Saturday, 7 Augustus 2012 at 09.05 p.m.

their partner's contribution after the exchange is complete. It means that students cannot accomplish this step without listening⁴⁰. This simple strategy gets its name from the three of student's action that emphasize on what they do at each of those stages. The stages as follows:

- a. Think. The students take a few moments to think about the question presented by the teacher or write their individual answers depending on the complexity of the question.
- b. Pair. The students pair up to discuss about the answer each come up with. They compare their idea and identify the answers they think are the best, most convincing, or most unique.
- c. Share. The pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their ideas in their own word, so that the teacher will be able to differentiate between who understand the topics and who does not.

Based on the description above, teachers can decide which strategy and technique are appropriate to their teaching by considering what kind of

⁴⁰ S. Kagan. *About Cooperative Learning*. In C. Kessler (Ed.), *Cooperative Learning: teacher's*

listening they want to teach. Dictogloss technique can be used if their listening aimed to train students discriminating between phonemes for instance and to improve the students' listening comprehension through spoken language⁴¹, whereas Think-Pair-Share strategy can be used if their listening is aimed to get many students actively involved in classes of any size⁴².

Furthermore, the most applicable principle for any strategy is that the teachers have to think of the importance of technique or strategy that specifically develops listening comprehension competence. Concerned with that, there is one of the strategies in cooperative learning that applies that principle: paired Dialog strategy. This strategy improves students' activeness in listening skill. The students are also motivated to be active and enjoy with other students since they work in small group consists of two students by making dialog.

B. Paired Dialog

1. The Definition of Paired-Dialog

According to Johnson that learning in classroom should be connected with the students' real life⁴³. Paired dialog between students is a learning activity which is authentic in its nature. It means, the realities in everyday life. This

resource book, (Englewood Cliffs: Prentice Hall, 1992). P,1-15

⁴¹ http://www.Readingmatrix.com/articles/Jacobs_small/article.Pdf. Accessed on Saturday, 7 Augustus 2012 at 09.05 p.m.

⁴² S. Kagan, About Cooperative Learning. In C. Kessler Ed., *Cooperative Learning: teacher's resource book...* P.1-15

matter is different from question-answer between teacher and student who rarely found in every life and generally frighten the students.

Meanwhile, listening exercise focusing on statements based on text which is read loudly is considered less helpful in improving the students' activeness in listening skill⁴⁴. Because they feel bored or do other activities that are not parts of the learning.

Besides having authentic type, the paired dialog also can develop students' activeness in communication⁴⁵. By performing paired dialog, students must develop initiative to ask and answer questions which is not only based on the content of listening subject but also based on their knowledge of the topic of listening material.

a. Pair

After the "listening" time, students are "paired" up to talk about the dialog or conversation with a partner; they compare their answer or opinion to get the best opinion. Pairs should summarize their common thoughts in the pair section of their dialogue⁴⁶.

b. Dialog

⁴³ E Johnson, *Contextual teaching and Learning*, (California: Corwin Press, 2001), hal.42

⁴⁴ Nur Ainiah. *The Effectiveness of Using Comic Strips for Teaching Listening Comprehension at Senior High School*, (Unpublised: UNESA,2011).p. 18

⁴⁵ E Johnson, *Contextual teaching...* , hal.46

⁴⁶ <http://spot.pcc.edu/~jsparks/ESOL267/ESOL267PairedDialogs.htm>. Accessed on Tuesday, August 07, 2012 at 10.29 a.m

After students talk in pair for few minutes, the teacher calls for each pair to dialog their discussion's result to the rest of the class while other pairs are allowed to give their responses⁴⁷.

2. The Implementation of Paired-Dialog in Teaching Listening

Paired-Dialog is one of cooperative learning for follow-up activity that can be used in teaching listening class. Pair-Dialog strategy is part of the strategy that has four steps⁴⁸:

- a. Teacher explains a topic for listening subject and gives a question; the teacher gives some pictures that are related to the listening topic.
- b. Students listen on the listening subject.
- c. Students form a pair and make dialog based on the topic; in this step, students team up with a partner and create a dialog, such as ordering a takeout meal at a restaurant.
- d. Students do the paired dialog in the class; students performed these dialogs in class for their classmates.

Meanwhile, Pair-Dialog strategy gives student motivation and initiative to express their idea through teamwork.

⁴⁷ <http://spot.pcc.edu/~jsparks/ESOL267/ESOL267PairedDialogs.htm>. Accessed on Tuesday, August 07, 2012 at 10.29 a.m

⁴⁸ <http://spot.pcc.edu/~jsparks/ESOL267/ESOL267PairedDialogs.htm>. Accessed on Tuesday, August 07, 2012 at 10.29 a.m

This strategy can be implemented to improve the students' activeness of speaking ability and also listening ability because this strategy provide an opportunity for all students to speak up their critical thinking skills through dialog. It is a wonderful way to get students' activeness and to give them the confidence they need through participating in teaching learning process. The following elaboration how to use the Paired-Dialog in teaching listening⁴⁹:

a. Pair

The teacher gives some pictures that are related to the listening topic, students are pair up to dialog about their topic. Students make their dialog with their partner and share their dialog in pair.

b. Dialog

After students talk in pairs for a few moments, teacher call for pairs to speak up and share their dialog with their partner in front of class, then the teacher take a note from their activeness in speaking or their performance in front of class.

Pair-Dialog strategy can be used by the English teacher in their speaking and listening class, especially to teach listening. The researcher used paired-dialog as a follow-up activity in listening research because paired-dialog is

⁴⁹ <http://spot.pcc.edu/~jsparks/ESOL267/ESOL267PairedDialogs.htm>. Accessed on Tuesday, August 07, 2012 at 10.29 a.m

one of strategies that can make students active and enjoy. Using paired-dialog to teach listening can improve students' activeness in listening and students' activities became active and enjoyable⁵⁰, because paired student need to speak and share about their dialog in front of class. So, it has the important way in listening process to make student become active.

3. The Advantage of Paired-Dialog

Pair-Dialog is very helpful to improve the students' activeness in listening skill, because it structures the discussion⁵¹. It is very flexible and powerful. It is easy to implement and use in the classroom. It offers all students an opportunity to express their creativities to speak through dialog. Pair-Dialog lets all students in the class speak up because students make dialog by their own ideas with her/his partner and share the dialog in front of class, and to express their dialog to another pair.

Pair-Dialog strategy gives all students the opportunity to discuss their ideas. It is important because students start to construct their knowledge in these dialog and also to find out what they do and do not know. Students are much more willing to respond after they have a chance to show up their dialog with a classmate, the dialog is shared. Also, the responses received are often more intellectually concise since students have a chance to reflect their dialog.

⁵⁰ J. Michael O'Malley and Anha Uhl Chamot .*Listening Comprehension Strategies...* P. 48

⁵¹ Asmawatie Rosyidah, Thesis "*Developing Listening Material for Teaching English...* P. 24

The Pair-Dialog also enhances the student's oral communication skills as they show their dialog with the one another.

As Johnson stated that the learning process in the class has to relate in the real life of students' act⁵². In this strategy, students' activeness will improve in communication through dialog, because with this strategy students must have initiative to ask and answer question not only from listening material text but also from their knowledge in the real life by making a dialog.

In this study there is a related similar strategy with paired-dialog which introduced by Rasinski and Padak, it is Think-pair-share. Think-pair-share as a Paired-dialog strategy is an extremely adaptable organizational structure for conducting classroom discussion. But, in this strategy students have to follow a set of process in order to achieve the goal of learning process. Other hand, there is some strategies as a think-pair-share that have accountability is built in because each student must report his/her dialog to their partner and the pair must report to the class, this strategy is could be called Paired-dialog because both of them conducting classroom discussion, are same more effective than asks a question to the student randomly and then call on an individual⁵³?

⁵² E Johnson, *Contextual teaching and Learning*... p. 49

⁵³ T Razinski and Padak, N. , *Effective Reading Strategies*, (New Jersey: Pearson Education, 2004), p. 197

As a Cooperative Learning strategy, Pair-Dialog also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased active in other students and school⁵⁴.

Cooperative learning is a teaching strategy that allows students work together in groups whose usual size two or four member⁵⁵. It is as tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. From that definition, it can conclude that in Cooperative Learning class is more enjoyable and relax. It makes students comfortable in teaching learning process.

C. Students' Activeness

1. The Definition of students' activeness

Students' activeness can be seen from their attitude in engagement when teachers do teaching-learning activities. According to Sudjana, students' activeness are students which actively engaged an intellectually and emotionally so students actually participate an active learning process⁵⁶.

⁵⁴ Jack C. Richards and Willy A. Renandya., *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002). P. 43

⁵⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching...*,p. 46

⁵⁶ Dr. Nana Sujana., *Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru, 1989), P. 20

2. The Characteristic of students' activeness

According to Sudjana, there are some characteristic of students' activeness occur in teaching listening, as follows⁵⁷:

1. Students doing assignments
2. Participant and responsive either verbal or non-verbal (giving opinion, reaction, feeling, asking, and answer the question)
3. Motivation is high
4. Students pay attention to the teacher

3. The characteristic of students' activeness in Paired-Dialog Strategy

From the characteristics of students' activeness above, if are related to pair-dialog strategy⁵⁸: 1) doing assignment means students make the dialog as the topic in listening subject by their own idea with a partner in pair, 2) participate and responses means students enthusiastic to give their opinion to another pair after some pair do dialog in front of class and also happy to ask and answer the question about their dialog, 3) motivation is high means students are interested and enthusiastic in group through teamwork to make the dialog, 4) pay attention to the teacher means students gave attention to the

⁵⁷ Dr. Nana Sujana., *Cara Belajar Siswa Aktif Dalam Proses Belajar...*, P. 21

⁵⁸ <http://spot.pcc.edu/~jsparks/ESOL267/ESOL267PairedDialogs.htm>. Accessed on Tuesday, August 07, 2012 at 10.29 a.m

teacher when explaining about listening material and there have good attitude with teacher through asking when facing the difficulties vocabulary in make paired dialog.

D. Previous Studies

There were previous studies about teaching strategy in listening but there is a very little research documenting that related to the use pair dialog strategy. However, in this section some previous studies are discussed briefly to give clear foundation and support for the present study.

- a) In 2006, the previous study was conducted by Sholihatin who explored *the effectiveness of Dictogloss technique for four grade students at SDN Sindang Sari I Bandung*. The sample numbered 43 students which consist of 24 male and 19 female. She found that there was improvement on the posttest when teacher taught with using dictogloss technique in teaching listening than without using dictogloss technique⁵⁹.

There are some differences between this study and the previous study, the study used Pair-Dialog strategy and the previous study used Dictogloss technique. And in research method is different, the previous study used descriptive quantitative and this study used descriptive qualitative. In previous study, the study conducted in SDN Sindang Sari I Bandung.

⁵⁹ Sholihatin, T. *Model Pembelajaran Menyimak dengan Teknik Dictogloss pada siswa Kelas IV SDN Sindang Sari I Bandung Tahun Pelajaran 2005/2006 (Study Eksperiment di SDN Sindang Sari I Bandung)*. (Bandung: UPI Unpublished paper, 2006). Page 5

Here, using dictogloss technique was hoped to improve the students' listening comprehension. Meanwhile this study is conducted in MA BUSTANU ULUM Dlanggu-Mojokerto for eleventh grade, and Pair-Dialog strategy is hoped to teach listening as a follow-up activity and improve the students' activeness.

- b) This study is based on the previous study conducted by Okhta Ika Rahmawati (2009) entitled "*Think-Pair-Share in Teaching Report Text to Exchange The Ninth Grade Students' Reading Ability in SMPN 1 Bojonegoro*". Her thesis aimed to know (a) how was the implementation of Think-Pair-Share in teaching reading: report text to improve the students' reading comprehension? (b) How did the students' score progress in the reading test toward the implementation of Think-Pair-Share to teach report text?⁶⁰

There are some differences between this study and the previous study, the strategy of the study is Pair-Dialog and the strategy of previous study used Think-Pair-Share, but in research method are similar descriptive qualitative. In previous study, the study conducted in SMPN 1 Bojonegoro for ninth grade. In previous study, Think-Pair-Share strategy was hoped to develop the students reading ability. Meanwhile this study is conducted in MA BUSTANU ULUM Dlanggu-Mojokerto for eleventh grade, and Pair-

⁶⁰ Oktha Ika Rahmawati. *The Implementation of Think-Pair-Share in Teaching Report text to Enhance the Ninth Grade Students Reading Ability*. (Surabaya: UNESA thesis published, 2009). P.4

Dialog strategy is hope to teach listening as a follow-up activity and improve the students' activeness.

Based on the previous study, the writer wants to know whether Think-Pair-Share and paired-dialog are also effective to improve students' activeness in listening in learning a language. Therefore, the writer is going to propose a study entitled "*The Use of Paired Dialog as a Follow-Up Activity to Improve Students' Activeness in Listening Skill At the 11th Grade of MA Bustanul Ulum Dlanggu-Mojokerto*".

My study is different from both theses, first thesis was to know the significant difference in listening comprehension between students who are taught by using comic strip and who are not, and from second thesis is using think-pair-share strategy in reading ability. However, in this study, the researcher focuses on how the paired-dialog strategy to improve students' activeness in listening skill. In this study, the researcher want to know the effect of implementation of paired-dialog strategy as follow-up activities to improve students' activeness in listening skill, especially to student of senior high school. Finding of this research is aimed to know the paired-dialog strategy to overcome that problem.

