II. LITERATURE REVIEW

This chapter presents two major points; review of previous related research and review of related literature. In detail, a number of concepts are reviewed here such as concept of listening, concept of teaching listening, concept of dictation, theoretical assumption, and hypothesis.

2.1.   Review of Previous Related Research

There have been several studies dealing with the teaching of listening in the classroom. This section discusses the previous studies dealing with the matters being discussed.

The first research is the effect of frequent dictation on the listening comprehension ability by Kiany and Shiramiry (2002: 60). They conducted a research to find out a significant differences between the listening comprehension ability of elementary EFL learners who are given frequent dictation exercises and the listening comprehension ability of those who are not. The result showed that the mean of pre-test and post-test both in experimental and control group was increase; in experimental group, 54.00 to 68.58 while in control group, 56.00 to 62.00. T-test analysis of the mean of gain scores in the experimental (dictation) group, 13.91, was significantly higher that the mean of gain score in the control

group, 6.00, (t(58)= 20.59, $p<.001$). Thus, there is a significant difference between the gain scores of the experimental and control groups. This indicates that the experimental group that took dictation outperformed the control group in their performance on the listening comprehension test.

The second research is teaching listening comprehension through picture dictation by Zuhar (2008: 33) from Lampung University. This research found that picture dictation had increased the students' listening achievement in experimental class significantly. The total score of the pre-test 1950 has increased to 2705 in post-test, there was an increase for about 755 points after being given treatments. The result of the hypothesis test showed that the hypothesis is accepted (t-ratio>t-table, t-ratio=9.8; t-table=2.042). Thus, it can be concluded that there is a significant increase of the students' listening achievement that is taught through picture dictation.

And the last research is increasing students' listening comprehension achievement through dictation technique by Meliasari (2011: 53) from Lampung University. The research was a quantitative study which used true experimental design based on pretest-posttest control group design. The research was conducted in SMP Negeri 8 Bandar Lampung and involved two classes as the experimental class and as the control class. Based on the results, there was a significant increase of students' listening comprehension achievement after being taught using dictation technique. It can be seen from the mean of students' pre-test and post-test score in experimental class which increased from 54.11 up to 73.78 or increase 19.67. Meanwhile, in control class the mean of pre-test and post-test only increased from

53.44 up to 60.11 or increase 6.67. So, it can be concluded that the treatments by using dictation technique in the experimental class had better effect on the students' achievement in listening comprehension.

Considering those researches above, the researcher thinks that there is still one issue which has not been investigated, that is, teaching dictation technique in senior high school students. Therefore, the researcher entitled the research "Improving Students' Listening Ability through Dictation Technique at the First Year Students of SMA Negeri 1 Tanjungbintang."

2.2.   Review of Related Literature

Considering the review of previous related research, the researcher is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1.   Concept of Listening

Listening is one of the four language skills that should be mastered in learning English as foreign language. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non verbal message (Emmert cited in Flowerdew and Miller, 2005). It is an active process since the process of listening requires full participation and attention of the listeners. Moreover, McErlain (1999) states that listening can be defined as the ability to receive and decode oral communication by processing a language sample.

A great deal of time that people spent for listening increases today. People spend a half of the communication in listening. Listening is not a simple thing because it is an important medium of information gathering in daily life and used most frequently. It has been acknowledged by Steil cited in Simonds and Cooper (2011) who states that people spend 70% of their waking time for participating in some form of communication. He adds that 9% is spent for writing, 16% for reading, 30% for speaking, and 45% for listening. Schwartz (1998) also affirms that adults spend almost half their communication time listening, and students may receive as much as 90% of information in their school through listening to instructors and to one another. In addition, Brown (2004: 247) points out that students always do more listening than speaking in the classroom.

Based on the statements stated above, it can be inferred that listening is an inseparable part in human life. In communication, speaker, listener, and message are being three basic elements. Communication cannot happen successfully if the message is not understood. Communication will happen if the listener gets what the speaker says and responses according to the message. Listeners have to process the messages as they come. Nevertheless, no communication process is complete without listening. It is not wondering that listening is very needed and used much more than any other language skill.

2.2.1.1. The Process of Listening

Listening is an active process that requires participation on the part of listener. Listening requires an active participation of the listeners in order to achieve the message that the speaker means. In order to convert the message, the listener has

to actively provide knowledge or information that is already known. McKeating cited in McErlain (1999) affirms that the listener passes through certain processes in constructing a message. The first is perception of sounds. It relates to the process of describing speech sounds. In order to divide the sounds into the flow of speech into meaningful parts, the listeners use linguistic knowledge by dividing the sounds into familiar parts, recognizing and using intonation to indicate word limits.

The second process is decoding. The decoding relates to the means by which listeners comprehend the message in chunks and not just sentences. Each chunk should be recognized as meaningful and understood on reception and held in short term memory to be related to what has gone before or what follows. Out of this process comes pieces of information which can be stored in the long-term memory for later recall. The process depends on recognizing lexical meaning, perceiving grammatical relationships signalled by word order, tense markers, structure words, cohesive devices, etc. The last is prediction and selection. The prediction relates to the way of listeners to listen without exerting much energy to catch every word. The selection relates to the process of refining information and retrieving relevant information in a mass of data.

From another point of view, Kline (1996) mentions that listening is a complex process, an integral part of the total communication process, although a part often ignored. In sequences, Kline also divides the process of listening into some steps, namely receiving, attending, understanding, responding, and remembering. These steps occur in sequence and completed with little awareness. Receiving, attending,

and understanding are the steps which are defined as the sharing and understanding meaning. Meanwhile, the steps of responding and remembering may or may not follow, since the listeners may want to respond or to remember the message immediately or later. Each step is a requirement to the rest of the listening process and all of the steps are important to deliver an effective listening.

Based on the statements above, it is obvious that listening is a very complex and interactive process. It also possesses essential steps. By understanding the process of listening, it gives an important lesson on how to be an effective listener. It also will help listener to know the message. The listener can use this process to be a strategy to develop their skill in listening ability.

2.2.1.2.   The Types of Listening

There are many types of listening proposed by researchers. Generally, the division of listening types depends on different situations. Kline (1996) categorizes some types of listening, they are:

1. Informative listening.

    This type needs the listener to understand and concern the message from the speaker's intent. This type also occurs in all our areas of our lives. For example, the students listen to the teacher's instructions and what they learn depends on how well they listen.

2. Relationship listening.

    The emphasis of relationship listening is on understanding the other person. It helps an individual or to improve the relationship among people. The special

type of relationship listening is therapeutic listening where counselors,

medical personnel, or other professionals allow a person to talk through

problem. For example, someone is listening to friends or acquaintances

telling their problem or feeling.

3. Appreciative listening.

    This type shows the response of the listener to what the listener listens to. For

    example, listening to various genre of music or listening to speakers in

    television or radio.

4. Critical listening.

    This type is very important and much needed in many situations. This type is

    required in a democracy for example, politicians, the media, salesmen,

    advocates of policies and procedures, and financial, emotional, intellectual,

    physian, and spiritual needs. Effective critical listening depends on ethos or

    source of credibility, logos or logical argument, and pathos or psychological

    appeals. We can use this type on the job, in the family, in the school, etc.

5. Discriminative listening.

    This type may be the most important type than the other four. The listener is

    required to be sensitive to changes in the speaker's rate, volume, force, pitch,

    and emphasis. This type allows critical listeners to more accurately judge

    speaker's message as well as the speaker's intention. Moreover, the

    informative listener can detect and identify the meaning differences.

Based on the type of listening above, dictation technique is relevant to the type of informative listening and discriminative listening. Students who get dictation as informative listening have to listen to the teacher's instructions and get the gist or message from the teacher. What they learn depends on how well they listen or what they get from the message that was given by the teacher. Moreover, the informative listener can detect and identify the meaning differences. While in discriminative listening, students have to be active to see the change of teacher's rate, volume, pitch, etc. The listening types can be synchronized with the given material of listening and related to English curriculum at school. Those can be used to get the meaning of what students listened, help students to be concentrated on the content of message, and comprehend the meaning of the message.

2.2.2. Concept of Teaching Listening

Listening is a receptive skill which is assumed as a difficult skill by many learners. Related to the concept of listening, it is important for language teachers to help the students become effective listeners. According to Fisher and Terry (1980: 138), teaching listening is not a simple thing, whether it is for elementary school, junior high school, or even senior high school students. Teacher should have an appropriate technique and strategies in order to make an enjoyable situation for students in teaching learning listening. Richard cited in Yudha (2008) asserts that the role of listening in building up language competence should be focused on techniques and strategies to provide language learning and comprehension.

In teaching listening, teacher commonly uses the technique that involves one approach only, whether bottom-up processing or top-down processing approach. Nevertheless, it is better for teacher to use a technique which involves both listening processing. It is acknowledged by Brown (2001: 260) who states that one of principles for designing listening technique is by including both bottom-up and top-down processing. Here they are;

a. Bottom-Up Processing

According to Brown (2001), bottom-up processing refers to sounds, words, grammatical relationship, lexical meanings to get a "message". It focuses on sounds, words, intonation, grammatical structures, and other components of spoken language. In other words, bottom-up processing refers to deriving the meaning of the messages based on the incoming language data.

b. Top-Down Processing

Top-down processing refers to how learners use their background knowledge to get the meaning of the message. Furthermore, according to Brown (2001), through top-down processing, listening is more concern with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of the text.

Furthermore, Saville and Troike (2006) states top-down processing utilizes prior language of content, context, and culture. Content knowledge is background information about the topic that is listened to. Context language includes information learned from what has already been heard in a specific text or

situation. Meanwhile, culture knowledge combines content and context also an understanding of the wider social setting which acts of listening take place.

In addition, Hughes (1991: 134) mentions two skills involved in listening as follows:

1. Macro skill

    In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist from what is being heard or the listener should get the general idea of the information, following instructions or direction.

2. Micro skill

    In micro skill, to understand what someone says, a listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition of function and structures (interrogative of the request, imperatives e.g. sit down!), cohesive devices (e.g. such as, and, which), detect sentence constituents (e.g. subject, object, verb, preposition), recognizing discourse markers (e.g. well; oh, another thing is; now, finally.)

Based on the explanation above, teachers are able to determine which strategy is appropriate to their teaching listening by considering what kind of listening they want to teach. On the other hand, it is also important to students to stimulate from both processes by doing pre-listening activities. Before listening, teacher gives brainstorming to the students about vocabulary related to the topic. In the process, students establish their information on their background knowledge (top-down information) as they generate vocabulary and sentences (bottom up data). The use

of the combination of top-down and bottom-up processing is also called interactive processing (Peterson cited in Nunan (2003)).

2.2.3. Concept of Dictation

Dictation has been assumed as a valuable language learning device which is used for centuries. According to Davis and Rinvolucri (2002), dictation contains a wealth of new techniques to extend the traditional language-learning activity of dictation. In addition, Oller (1979: 39) asserts that dictation is a task which requires the processing of temporally constrained sequences of material in the language, divided up the stream of speech and then refers down what is heard requires understanding the meaning of the material.

Based on the Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, and Platt, 1992), dictation is a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as possible. Basically, this is a technique used to know how much students' ability to recognize and identify the spoken language. The students are expected to comprehend the contents of the passage and recognized all the words and sentences being read.

Dictation is one of techniques that not only challenge students' short term memory and understanding in spelling vocabulary but also to understand the meaning of what is said. The students are hoped to perceive the contents of the passage and recognize all the words and sentences being read so that they can put

these aural codes into written symbols. It also can help students to diagnose and correct grammatical mistakes, it assures attentive listening and trains students to distinguish sounds, helps learning punctuation and develops aural comprehension. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceive by sound, sight and feeling in the second language at the same time span allowed for a response in the first language. Once they get worse to concentrate on their listening, they will not able to guess quickly what they actually have to write then.

According to Yoshida in Takeuchi (1997), dictation can be a good teaching device. His findings indicate that dictation is a good predictor of learners' listening ability. In line with Yoshida's finding, Takeuchi (1997) also indicates that dictation is confirmed to be an effective teaching technique. In addition, Ur (1991) recommends using dictation exercises as an activity for listening both for perception and comprehension.

Furthermore, Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented more than once and it needs to be presented in segments or information units. So, the learner has time to process the language and write it down. In conclusion, dictation is the activity of listening to an oral text which is presented by teacher in segments and write down the passage being heard.

2.2.3.1.   Types of Dictation

There are several types of dictation as a teaching technique. According to Oller (1979: 264), there are several types of dictation, as follows:

a. Standard dictation

This type of dictation is the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversational speed and is given in sequences that are long enough to challenge students' short term memory.

b. Partial dictation

This type is also called spot dictation. This type is similar to the standard dictation, but the students are given either a written version of the text or the spoken one. The written version has certain portions which are deleted. The students must listen to the spoken material and fill in the missing word in the written version.

c. Dictation with competing noise

This type of dictation is rather difficult because in the process of dictation, the material is presented with adding noise which is intended to imitate a natural condition. For example, the students are trying to have a conversation in the class when the next class produces a high level of competing noise.

d. Dicto-Comp or dictation composition

This type of dictation, teacher reads the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They are asked to write the story as a reproduction of memory what they heard.

e. Elicited imitation

In this type of dictation, the students listen to the material, just as in standard dictation, but instead of writing down the material, the students are asked to repeat it or otherwise recount what was said.

f. Dictogloss

The term dictogloss refers to an innovation of standard dictation in which teacher reads a sentence once, after which students are to write briefly the key words and then to reconstruct the sentence in writing as accurately as they can.

g. Combined cloze and dictation

This type of dictation is alike in procedure to partial dictation, but the portions left out follow the deletion procedure of cloze.

In this research, the researcher used standard dictation as a teaching technique because the researcher considered that this type of dictation has been well-known to students and can be followed well by the senior high school students. By using standard dictation, the students become easier to understand of what is being said or to get the message content. The students are only required to write sequences of material as spoken by a teacher or played back from a recording.

2.2.3.2. **Materials and Procedures of Giving Dictation**

In giving dictation, the teacher should consider the appropriate materials and procedures of dictation to students. Oller (1979: 39) confirms that, as an integrative test, dictation has to meet the naturalness requirements:

a. The sequences of words or phrases to be dictated are selected from normal prose, or dialogue, or some other natural form of discourse (or perhaps the sequences are carefully contrived to mirror normal discourse, as in well-written function).

b. The material is presented orally in sequences that are long enough to challenge the short-term memory of the learners.

Based on those naturalness requirements above, it is important for the teachers to make some preparation when they are going to give dictation test to their students. There are some requirements that must be followed, as follows:

a. Teachers have to select suitable materials to be dictated.

b. The words dictated should have been taught to the students before.

c. The words dictated should be selected or chosen from simple words.

d. Teachers have to select suitable procedures which are appropriated in giving dictation test. There are two ways of giving dictation test; first is the teacher reads the words directly, and the second is the words dictated have been recorded before.

From the requirements above, it is clear that the materials of dictation are any single words, compound words, word phrases, and sentences which are going to be dictated. The teacher can choose the material from the book provided and used

as reference and the teacher may use a tape recorder as an aid in presenting the test. For elementary students, teacher should choose the material which can be easily done by students.

Besides preparing the materials, teachers have to select suitable procedures which are appropriated in giving dictation test. The procedures of the presentation can be arranged in two ways; the teacher himself reads the material in front of the class or uses a tape recorder as an aid in presenting the test. The teacher is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or natural word groups so that the students may write down what they have just heard, and finally, at normal speed once more so they can check their work.

2.2.3.3.   Advantages and Disadvantages of Dictation

Dictation has numerous benefits in teaching learning activity. Without doubt, dictation is one of a handy technique for teachers who need to exert a little crowd control. According to Davis and Rinvolucri (1995), dictation is an exercise which draws on the personal experience, attitudes and opinions of what both teachers and students. They further stated that dictation is an activity which is suitable for a wide range of levels and ages. They also list ten reasons for using dictation in the foreign language classroom, as follows:

1.   The students are active during the exercise.
2.   The students are active after the exercise.
3.   Dictation can lead to oral communication activities.

4. Dictation fosters unconscious thinking.

5. Dictation copes with mixed-ability groups.

6. Dictation deals with large groups.

7. Dictation will often calm groups.

8. Dictation is safe for the non-native speaker.

9. For English, it is a technically useful exercise.

10. Dictation gives access to interesting text.

Moreover, the advantages of dictation also mention by another expert. According to Montalvan (2006), there are some advantages of dictation. There are at least 20 advantages of dictation, and the most important to mention are:

1. Dictation can help develop all four language skills in an integrative way.

2. As students develop their aural comprehension of meaning also of the relationship among segments of language, they are learning grammar.

3. Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.

4. Practice in careful listening to dictation will be useful later on in note taking exercises/activities, for instance, listening to lectures.

5. Dictation fosters unconscious thinking in the new language.

6. During and after the dictation, all the students are active.

7. Correction can be done by the students.

8. Dictation can be prepared for any level.

Regarding the advantages of dictation, dictation is appropriate to use in teaching listening because dictation can be administered quite effectively by an

inexperienced teacher and can be prepared for any level. Besides the advantages above, there are also disadvantages of dictation, as follows:

1. While conducting dictation, it spends much time because the teacher has to prepare materials to be dictated and dictate it at least three times.

2. The sound of dictation should be clear and in normal speed so if the teacher do not use cassette or tape recorder, he/she should use their own voice.

3. Dictation are in fact written passages that are read out loud so they do not help students to understand the difference between the oral and the written language.

4. The materials are read at a slower pace than people speak normally and therefore it has little value to help students understand the language spoken.

2.2.4. Theoretical Assumption

As the gate of learning, listening skill becomes important for everyone. To reach success in learning process, the teacher should choose the appropriate technique so that the students can reach that goal. By using dictation, students are helped to develop their decoding skill. Lately, dictation has been assumed as an efficient technique for improving listening ability. Referring to the frame theory and explanation above, the researcher assumes that dictation is an effective technique in improving students' listening ability.

2.2.5. Hypothesis

Based on the theoretical assumption above, the researcher hypothesized: "There is a significant improvement of the students' listening ability after being taught through dictation technique at SMA Negeri 1 Tanjungbintang."