

## II. FRAME OF THEORIES

This chapter contains some crucial elements of listening related to the topics under discussion. In this part, the writer gives explanations on the variables used in this research, the procedures used in this research and the hypothesis.

### 2.1. Importance of Listening

Listening is the process of receiving, constructing meaning from and responding to spoken and/or non verbal message (Emmert, 1994 in Flowerdew and Miller, 2005). Listening is very important in language learning. Listening is essential when a child learns his or her first language. Babies listen for hundreds of hours to other people talking before he or she is able to communicate by speaking. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Rivers, 1981). Davies (1978:15-16) in Arnold (1983) states quite clearly that in his opinion, "Listening is the place to start, and the listening skill is the first to be developed".

According to Bulletin (1952) in Saricobban (1999:1), listening is one of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education—their information, their

understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication and much of it “is oral, it is of vital importance that our pupils be taught to listen effectively and critically.

The same idea also mentioned by McIntosh (1979:65) “Listening is one of the most important and fundamental of the four skills in language learning.” Listening is better introduced as early as possible, because it is also the first step of learning a foreign language as stated by Huberner (1969:28).

In accordance with the importance of listening stated above and its function in language learning, it is advisable that listening practice should be given serious attention. Someone will acquire language better when he or she has good listening skill.

## **2.2. Concept of Listening Comprehension**

Listening is an abstract and complex process. Listening is an invisible mental process so that it is difficult to be described. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret this within immediate as well as the large socio-cultural context of the utterances (Wipf, 1984) in (Vandergrift, 2008).

To understand the complex process, a number of theorists have attempted to describe listening in terms of taxonomies of skills (Buck, 2001). Weir (1993) gives comprehensive classification about skills’ taxonomies in listening shown on this table:

**Table 1. List of listening skills (Weir, 1993, cited from Buck, 2001, pp.54-55)**

<p><b>Direct meaning comprehension</b>  Listen for gist (listen and get the general idea of what is being said)  Listening for main idea(s) or important information; and distinguishing that from supporting detail, or examples  Listening for specifics, including recall of important details  Determining a speakers' attitude or intention towards a listener or a topic</p> <p><b>Inferred meaning comprehension</b>  Making inferences and deductions  Relating utterances to their social and situational context  Recognizing the communicative function of utterances  Deducing meaning of unfamiliar lexical items from context</p> <p><b>Contributory meaning comprehension</b>  Understanding phonological features  Understanding grammatical notion such as comparison, cause, result, degree etc  Understanding discourse markers  Understanding the main syntactic structure of clauses or idea units  Understanding cohesion, especially reference  Understanding lexical cohesion, especially lexical set membership and collocations  Understanding lexis</p> <p><b>Listening and taking notes</b>  Ability to extract salient points to summarize the text  Ability to select relevant key points</p>
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As shown on Table 1 above, Weir (1993) divided listening skill into four main sections, and each with further detailed description: direct meaning comprehension, inferred meaning comprehension, contributory meaning comprehension, and listening and taking notes. These taxonomies are important because they tell us what are considered important in listening comprehension, and give guidance in teaching listening. The list is not only a description of listening process, but also comprehensive checklist of operations for listening tests. Based on this classification, the writer chose four sub skills of listening in order to find out the listening comprehension achievement of the students. Those

*are listening for main ideas, listening for specific information, understanding phonological form and making inferences.*

Comprehension is the most important skill in listening process. If students fail to comprehend the message or information in the spoken text, it means that the students do not listen. There will be no listening process without listening comprehension process. It can be said that listening comprehension is the goal of listening process. Comprehending what is heard is the reason to listen. Malkina (1995:41) in Parameswari (2008:8) states comprehension can be described as the process which enables the receiver to make meaning from verbal and non verbal information.

Comprehension requires complex knowledge. According to Buck (2001) there are two different types of knowledge that are involved in language comprehension system: both are linguistic knowledge and non-linguistic knowledge. There are many aspects of linguistic knowledge, such as phonology (sound system), lexis (vocabulary), syntax (how words are put together), semantics (how meaning is inferred from words and concepts) and discourse structure (grammar knowledge). The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works.

### **2.2.1. Difficulties in Listening Comprehension**

Listening comprehension is difficult for students especially for foreign language learners. So, developing it is also difficult. There are many problems that students

face. Finocchiaro (1967: 55) states that at the first time, students seriously conflict with the production of the new language sounds. Students do not immediately decode the sounds. Brown and Yule (1983) in Nunan (1991) suggest that there are four factors which can affect the difficulty of listening tasks: these related to the speaker (how many there are, how quickly they speak, what types of accent they have); the listener (the role of the listener – whether a participant or not, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams or other visual aids to support the text).

Low on concentration is another problem that happened in listening comprehension process. Flowerdew and Miller (1992: 60-80) indicated difficulty in concentration and maintaining concentration for a long time. This claim is supported by Underwood (1989:19) who stated that inability to concentrate “is a major problem because even the shortest break in attention can seriously impair comprehension.”

To develop listening skill, it is important to develop the listening comprehension skill. It is important to understand how the process works to develop listening comprehension skill as stated by Buck (2001) “listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works.”

### **2.2.2. Process of Listening Comprehension**

Research on comprehension has concentrated on comprehension of written material. But lately, some writers have focused their interest on comprehension of spoken material. Tourangeau (1984) stated that there are two processes to the study of comprehension. One emphasizes the large cognitive structures the reader or listener brings to bear on the text; the other places somewhat more emphasis on the demands of the text itself. He referred to the first as the top-down process and to the second as the bottom-up process.

As with the reading process; the terms ‘bottom-up’ and ‘top-down’ have been used to describe different aspects of listening. According to Hedge (2000:230) the knowledge of ‘bottom-up’ process comes from the work of three groups of writers: psycholinguists interested in speech perception (for example Bever 1970; Clark and Clark 1977; Conrad 1985; Marslen-Wilson and Tyler 1980); the work of communications writers (for example Cherry 1957), and of those interested in memory (for example Neisser 1982).

In Nunan’s (1991) view, bottom-up process starts from listeners segment the stream of speech into its constituent sounds, link these together to form words, chain the words together to form clauses and sentences and so on. While Top-down; uses ‘inside the head’ knowledge (knowledge which is not directly encoded in words or texts) to interpret what they hear.

According to Hedge (2000:232), bottom-up process uses listeners' knowledge of language and their ability to process acoustic signals to make sense of the sounds that speech presents to them. In other words, listeners use information in the speech itself to try to comprehend the meaning. Hedge added that in bottom-up process listeners segment speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences, and intonation patterns. At the same time the listeners use whatever clues (stressed and unstressed syllable, pause, lexical knowledge, logical reasoning, and syntactic structure) are available to infer meaning from the developing speech.

Top-down process, on Hedge's opinion, involves knowledge that a listener brings to a text, sometimes called 'inside the head' information. In top-down process listeners infer meaning from contextual clues and from making links between the spoken message and various types of prior knowledge which listeners hold inside their heads. Contextual clues from meaning come from knowledge of particular situation, i.e. the speaker or speakers, the setting, the topic, the purpose of the spoken text, and from knowledge of what has been said earlier.

The two processes are important. Listeners can not use only one process to understand all kind of passages. Listeners use different process to listen to different passage. For example, when a listener listens to someone telling him or her anecdote, he or she will use the top-down process to get the gist of the anecdote; but when he or she listens to someone telling him direction, the bottom-up process will be used to get detail and precise information.

Sometime listeners use the combination of both processes to listen to certain passage. This is in line with Tourangeau's (1984) statement that the two views are complementary rather than contradictory. Buck (2001) added that both research and daily experience indicate that the processing of the different types of knowledge (in listening) does not occur in a fixed sequence, but rather, that different types of processing occur simultaneously. Various types of knowledge involved in understanding language are not applied in any fixed order – they can be used in any order, or even simultaneously, and they are all capable of interacting and influencing each other.

This kind of process is what Flowerdew and Miller (2005) called as 'interactive process'. In this process the listeners use the combination of both top-down and bottom-up processes to comprehend a spoken passage. The interactive process was developed by Rumelhart. He synthesizes that the two processes (top-down and bottom up) is required. According to Rumelhart (1982) in Wolvin (2010) language is processed simultaneously at different levels. In this parallel processing phonological, syntactic, semantic and pragmatic information interact with each other.

### **2.3. Concept of Teaching Listening**

Listening is an inseparable part in teaching learning process of English as a foreign language because whether the teachers teach them the other skills, listening comes first in their attention to get the main message from the teacher's explanation and lesson. Fisher and Terry (1980: 138) point out that teaching

listening is not a simple thing, whether it is for elementary school, junior high school or even senior high school students.

### **2.3.1. Teaching of Listening in Recent Listening Classes**

Recently, many listening activities only focus on top-down process. This fact in line with Morley's statement (2007) "the emphasis in EFL listening materials in recent years has been on developing top-down listening processes". The top-down process of listening is applied in recent regular teaching listening activity in many schools in Indonesia; including SMP but yet neglecting the bottom-up process.

Field (1998) and White (1998) (in Smith, 2009) saw almost similar thing about teaching listening nowadays. A typical listening lesson nowadays will probably consist of:

1. A pre-listening task or warm-up to set the context. In this activity, teacher checks students' background knowledge of the topic.
2. Extensive listening for gist. This activity requires students to get general idea of the text being heard.
3. A second listening to answer more detailed questions or a more detailed task. This activity involves teacher repeats the listening passage and asks series of questions for detail information from the text.
4. Review of task or questions. Teacher gives review of the task done (answering questions) or asks students to make the review.

5. Either inferring vocabulary or examining functional language. (Field)  
Teacher gives explanation of the difficult vocabulary and grammar involved in the passage.
6. Or using the tape as a springboard to another skills task. (White)

This model is the regular way of teaching listening in many classes today. This model is a top-down-based technique; since the purpose of the activity is only to be able to do or answer the following task or certain comprehension check. It focuses on the result or product, not in the process of listening itself. One of the first things to notice about this model according to Smith (2009) is the small amount of emphasis placed on post-listening.

Field (1998), White (1998), and Cauldwell (2000) stated that teachers spend so much time preparing learners for listening, which in itself is not a bad thing as it activates back-ground knowledge, expectations and predictions, that teachers don't have time to do much more than check if the students got the answers right or wrong and no time is spent on finding out why and where they went wrong. Teachers are essentially at best practicing and at worst testing listening and not doing any teaching.

Nunan (1991) mentioned that successful listeners and readers are those who can utilize both 'inside the head' knowledge (the use of top-down process) and 'outside the head' knowledge (the use of bottom-up process). Or it can be said that the interactive process is effective in order to get better comprehension. That is why both top-down and bottom-up processes need to be learned and practiced.

Adults or advance language learners are actually going through the same process of decoding in every listening activity they have done. For advance language learners, it is not so difficult to only practice the top down process. They have better skill in decoding process because they have learned and experienced the language longer. But for beginner students like SMP students, it can cost so much difficulty. Bottom-up process need to be taught to beginner students so they can use the interactive process later on. This is also in order to make them able to get detail information and decode better from the text. When students are able to decode correctly they must be able to comprehend better. This is the reason why bottom-up process also needs to be practiced in listening activity.

## **2.4. Concept of Dictation**

To be able to understand the concept of dictation, it is important to understand the use of dictation in language teaching, the advantages and its types.

### **2.4.1. Dictation as Teaching Technique**

The benefits of dictation in teaching learning activity are numerous. Although for years it is used as a testing technique of language, some writer recommended to use in as a teaching technique for learning language. Dictation, in their most traditional mode, is essentially ways of *testing*, but it is, without doubt, a handy technique for teachers who need to exert a little crowd control. Dictation obviously involves - first and foremost - listening and writing, but it is not difficult to integrate all four skills in lessons based around dictations.

Dictation offers much as a technique for motivating language learners to understand spoken language (Nakamura, 1987). More he added that dictation, used as learning experience, provides an effective channel for developing the ability to comprehend the spoken form of the language; it provides a means through which separate skills are activated to be linked together for listening comprehension; it also served as a vehicle through which the learner are enabled to join together the written and spoken functions of the language. Ur (1991) recommends using dictation exercises as an activity for listening both perception and comprehension.

Yoshida (1978) in Takeuchi (1997) found statistically significant positive correlations between dictation and the results of listening tests, and, based on these findings, claims that dictation can be a good teaching device. His findings do indicate that dictation is a good predictor of learners' listening ability. In line with Yoshida's finding, Takeuchi (1997) also indicated that dictation was confirmed to be an effective teaching technique. The experiment of three groups of students at Kyoto, Japan shows statistically significant improvement in foreign language listening comprehension.

Another research done by Kiany and Shiramiry (2002) was conducted to find 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 shown as follow:

**Table 2. Comparison of Listening Comprehension ability of experimental and control group**

	Pretest		Posttest		Gain scores	
	Mean	SD	Mean	SD	Mean	SD
Experimental Group	54.00	10.22	68.58	10.39	13.91	1.42
Control Group	56.00	10.79	62.00	10.20	6.00	1.55

From table 2, we can see that T-test analysis of pretest mean scores of the two mean gain scores of the experimental (dictation) group of 13.91 was significantly higher than the mean gain score of the control group of 6.00 ( $t(58)=20.59, p<.001$ ). This indicates that the experimental group that took dictation outperformed the control group in their performance on the listening comprehension test.

Another importance of using dictation technique is that it can help students to think and memorize. It is obvious that listening needs thinking and memory. Morley (1976) says that listening is receiving; receiving requires thinking, and thinking requires memory. Listening to native speaker becomes so difficult for students because in natural speaking situation, English will be heard so fast. It requires both thinking and memory. Dictation can develop both thinking and memorizing ability. In dictation activity, students will concentrate on what they heard. In this process, students will use their thinking ability to try to write what they have heard. And writing activity on dictation technique can help students memorize what they have heard. This is in line with Nation's (1991) opinion that dictation is a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard.

In addition to it, Montalvan (2006) listed some advantages of dictation. They are:  
a). Dictation can help develop all four language skills in an integrative way.

- b). As students develop their aural comprehension of meaning also of the relationship among segments of language, they are learning grammar.
- c). Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- d). Practice in careful listening to dictation will be useful later on in note taking exercises.
- e). Correcting dictation can lead to oral communication.
- f). Dictation can serve as an excellent review exercise.
- g). Dictation is psychologically powerful and challenging.
- h). Dictation fosters unconscious thinking in the new language.
- i). If the students do well, dictation is motivating.
- j). Dictation involves the whole class, no matter how large it is.
- k). During and after the dictation, all the students are active.
- l). Correction can be done by the students.
- m). Dictation can be prepared for mixed ability groups.
- n). Dictation can be prepared for any level.
- o). The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
- p). The dictation passage can (and should) be completely prepared in advance (it also can be taped).
- q). Dictation can be administered quite effectively by an inexperienced teacher.
- r). While dictating, the teacher can move about, giving individual attention.
- s). Dictation exercises can pull the class together, for example, during those valuable first minutes.

- t). Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it, as in a dicto-comp.
- u). Research has shown the learning to write down what you hear can encourage the development of literacy.

Dictation is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard accurately as possible (Richard and Schmidt, 2002:157). Flowerdew (2005:200) described dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented more than once and it need to be presented in segments, or information units, so the learner has time to process the language and write it down. In short it can be said that dictation is an activity of listening to an oral text which is presented in segments or information units and writing down the passage being heard.

#### **2.4.2. Types of Dictation**

As a testing technique, dictation may be given in various types. There are several types of dictation. According to Oller (1979:264-265), they are as follows:

##### **(1) Standard dictation**

This is best known type of dictation. It requires the examinee to write verbal sequences of material as spoken by an examiner or played back from a recording.

##### **(2) Partial dictation**

This is similar to standard dictation, except that the examinees are given a written

version of the text (along with the spoken version) in which the written passage has certain portions left out. The examinees must listen to the spoken material and fill in the blanks in the written version.

(3) Dictation with competing noise

This type of dictation can also be called noise dictation. The addition of noise in the process of dictation is intended to imitate a natural condition.

(4) Dictation composition or dicto-comp

In this type of dictation, the examinees are instructed to listen to a text, one or more times while it is presented either live or on tape at a conversational rate then they are asked to write from memory what they have heard.

(5) Elicited imitation

This is similar to dictation in terms of the material presented to the examinee, but dissimilar with respect to the response mode. In this case, the examinee hears the material, just as in standard dictation (and with equal possibilities for variation), but instead of writing down the material the examinee is asked to repeat it or otherwise recount what was said.

(6) Dictogloss

According to Taylor, Davis and Rinvoluceri as quoted by Fachrurrazy (1989), it is a dictation where the examiner reads a sentence once, after which the examinees are to jot down the main or key words they can recall, and then to reconstruct the sentence in writing as accurately as they can. This dictation is sometimes called natural dictation.

### (7) Combined cloze and dictation

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

These are so called pure dictation. These types of dictation can be used as teaching technique, as stated by Davis and Rinvoluceri (1988). Variations of pure dictation have been developed in order to provide greater ease of use, more interaction, forced output, and better focus on specific language items.

According to Rost (2002:137-144), other variations of dictation are:

#### (1) Fast speed dictation

The teacher reads a passage at natural speed, with assimilation, etc. The students can ask for multiple repetitions of any part of the passage, but the teacher will not slow down her articulation of the phrase being repeated. This activity focuses students' attention on features of fast speech.

#### (2) Pause and paraphrase

The teacher reads a passage and pauses periodically for the students to write paraphrase not the exact words used. (Indeed, students may be instructed not to use the exact words they heard). This activity focuses students on vocabulary flexibility, saying things in different ways, and in focusing on meaning as they listen.

#### (3) Listening cloze

The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen. This activity allows students focus on particular language

features, e.g. verbs or noun phrases.

#### (4) Error identification

The teacher provides a fully transcribed passage, but with several errors. The students listen and identify (with correct) the errors. This activity focuses attention on detail: the errors may be grammatical or semantic.

#### (5) Jigsaw dictation

Students work in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to complete the passage. This activity encourages negotiation of meaning.

Standard Dictation will be used in this research as a teaching technique. It is chosen by the consideration that standard dictation has been well-known to students so the writer does not need to spend much time to prepare students with the activity. Smith (2009) mentioned that the regular technique of teaching listening has been emphasized on preparing students for listening. By using standard dictation, this problem can be minimized.

### **2.5. Teaching Listening Comprehension through Dictation Technique**

It is important for the teachers to make some preparation when they are going to give a dictation test to their students. Oller (1979: 39) stated 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, 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, those are:

- 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 text. 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.

Through Oller's statement above, the procedures of teaching listening comprehension through dictation technique can be listed as follow:

1. Teacher gives an introduction to the topic that will be dictated in order to help student to predict what they are going to hear.
2. Teacher gives an explanation to the students that she is going to do dictation activity and asks them to prepare a paper to write the dictated text.

The dictation rules are:

- Students will hear a recorded text that will be read by a native speaker in normal speed; in this activity students are asked to only listen and get the idea or message of what is being said. For example,

**This is my favourite poster. It shows picture of animals and jungle. It has many of my favorite animals in it. There is a tiger on the ground near a cheetah. There is a monkey in the tree above the tiger. My favourite animal on the poster is the colorful parrot. It is sitting beside the monkey. There are also scary animals that I do not like. There is a snake in the tree looking at the parrot. Watch out parrot! There is also a big spider sitting in front of the tree.**  
*(In normal speed, by native speaker)*

- Students will hear the text for the second time in lower speed; in this activity students are asked to write what they heard. They can ask some pauses to give them time to write if it is necessary. Like the example:

**This is** *(pause for 4 second)* **my favourite***(pause for 6 second)* **poster full stop** *(pause for 4 second)* **It shows** *(pause for 4 second)* **picture of** *(pause for 6 second)* **animals** *(pause for 4 second)* **and jungle full stop** *(pause for 6 second)* **It has** *(pause for 4 second)* **many of** *(pause for 4 second)* **my favorite***(pause for 6 second)* **animals** *(pause for 4 second)* **in it full stop** *(pause for 4 second)* .....etc

- Students will hear the text for the last time in normal speed; in this activity students are asked to check what they have written.

**This is my favourite poster. It shows picture of animals and jungle. It has many of my favorite animals in it. There is a tiger on the ground near a cheetah. There is a monkey in the tree above the tiger. My favourite animal on the poster is the colorful parrot. It is sitting beside the monkey. There are also scary animals that I do not like. There is a snake in the tree looking at the parrot. Watch out parrot! There is also a big spider sitting in front of the tree.**  
*(In normal speed, by native speaker)*

3. Teacher checks students' preparation and makes sure that they will not be disturbed by it and concentrate on the activity.
4. Teacher reminds the students to only hear the text and plays the recording for the first time and plays the recording.
5. Teacher gives instruction to write the text while students listen and plays the recording for the second times.
6. Teacher plays the recording for the last time and asks students to check what they have written.

7. Teacher asks students to do pair correction and discuss the text only with their seat partner.
8. Teacher asks students to collect the text and gives it to students far from the owner of the text to be checked.
9. Teacher asks students circles the mistakes and errors done on the text in front of them based on teacher's guide.
10. Teacher reads the correct text and writes it on the white board.
11. Teacher gives a listening comprehension test using the same text.

## **2.6. Theoretical Assumption**

Listening can be said as the gate of learning. That is why listening comprehension skill becomes essential for everyone especially for students in any level of study in order to learn anything, including learning foreign language like English.

Listening comprehension in English class for years has been the most difficult skill for students. It happens because students are only taught to practice the top-down process while not all spoken passage can be comprehended using it. By introducing students the bottom-up process and using both processes, it is assumed that students' listening comprehension skill will be improved, which is showed through their listening comprehension achievement, and students' will be easier to do listening comprehension test. The technique that is appropriate to help students develop their decoding skill is dictation technique. Dictation recently has been assumed as an effective technique for learning language especially for listening. Referring to the frame theory and explanation above, the writer assumes

that dictation is an effective technique in increasing students' listening comprehension achievement.

## **2.7. Hypothesis**

Based on the theoretical assumption above, the writer hypothesizes:

“There is a significant increase of students' listening comprehension achievement after being taught using dictation technique at SMPN 8 Bandar Lampung.”