

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about dictation technique in language teaching especially in teaching listening, and also the nature of teaching listening.

A. Dictation Technique

This section dictation technique that will explain in sub chapter consists of definition of dictation, variations of dictation, procedures of dictation, the advantages and disadvantages of using dictation technique.

1. Definition of Dictation

In Oxford Learner's Pocket Dictionary (2003:119), dictation means "Act of saying words aloud so that somebody can write it down". In addition, Richards and Schmidt, (2010:170) states that "Dictation is a technique used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they have to write down what they heard as accurately as possible". From the definition, it can be conclude that dictation is a teaching technique that asked the students to hear and write down what have said to them, so that the students are hoped to

understand the content of it. According to Nation and Newton (2009:65)

“Dictation has listening input and written output”.

Ur (2009: 128-129) states as follows:

Technique that ask students to write down what they have heard instead of saying aloud; the written versions can be checked later either by the teacher or, perhaps more productively, by the students themselves using a correct version called as dictation.

Dictation can be used to check accurate perception and comprehension as well as spelling. Dictation will be useful when it integrated well with the learning activities. It is a teaching technique which has proved extremely effective at all levels of instruction. It ensures attentive listening, trains students to distinguish sounds, enables students to learn to transfer oral sounds to written symbols, helps to develop aural comprehension and assists in self-evaluation. Dictation in predicting overall ability has some advantages. It is easy to create and relative easy to administer, but it is difficult to score.

The main purpose of dictation is to evaluate the students' proficiency about the language being learned through their listening ability. It means that when students do dictation, they do not only pay attention to the sound of the words that read by the teacher but also understand about the meaning and be able to understand the content. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceived. Once they fail to concentrate on their listening, they will not able to make quick guess what they actually have to write. The students must concentration when they do listening test.

2. Variations of Dictation

Dictation is an easily prepared activity that can become a part of the regular classroom routine (Nation and Newton, 2009:62). Nation and Newton divide the variations of dictation into 10 variations:

a. Running Dictation

A short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student and tells them what they have read. The second student then runs to a third student and does the same. The third student in turn tells the scribe what they have heard. From the activities above, the teacher can sit outside the classroom and say the sentences to the learners.

b. One Chance Dictation

When learners make very few mistakes in dictation, instead of reading the text several times the teacher can read it only once in short phrases. If the learners know that it will be read only once, it provides a challenge for them to pay attention. If they know that the teacher will read the text several times they might not listen carefully to the first reading.

c. Dictation of Long Phrases

During the writing part of the dictation, instead of reading short phrases once, the teacher can read long phrases or sentences several times. Each group can be about ten or more words long.

d. Guided Dictation

Nouns, verbs, adjectives and adverbs are written on the blackboard in the same order as they are in the text. Thus, when the learners listen to the text they can give their attention to the other difficult words. If the words are written in sentence groups as they are in the text, whole sentences instead of phrases can be read at once during the dictation. The words on the blackboard help the learners remember the complete sentences.

e. Dictation for Mixed Class

If the class has some learners who are good at dictation and others who are not very good, the teacher can read the text in a special way. She reads the dictation through once without stopping. Then when she reads a phrase for the learners to write, she reads the phrase quite quickly so that the good learners can write it and then she waits a few seconds and reads the phrase again more slowly for the other learners. During the second reading the good learners just check their work. The teacher goes through the dictation, reading each phrase twice in this way.

f. Peer Dictation

The learners work in pairs. One learner reads a dictation while the other learner writes. They have only a limited time to do the dictation,

because as soon as one pair of learners has finished the dictation, they say “Stop!” and the rest of the class must stop work. The learner who is writing can ask the other to repeat words and phrases, and to spell them aloud.

g. Completion Dictation

The learners are given several printed copies of the text. One copy has a few words missing, the next copy has more words missing, and so on. The learners listen to the text being read by the teacher phrase by phrase and fill in the words missing on their first copy. Then the teacher reads the text again and the learners fill in the missing words on the next copy which has more words missing than the first copy. This continues until the learners are writing the whole dictation.

h. Perfect Dictation

After the dictations have been marked, it is usually good for the learners to hear the dictation again while they look at their marked work so they can pay attention to the parts where they made mistakes. It is given again on another day, so that by the time the dictation has been given for the third time, the learners almost know the dictation by heart and are able to write it perfectly. Thus the first marking is only the first step in the teaching and learners will finally produce a perfect copy.

i. Sentence Dictation

The teacher says sentences and the learners write them. In this way the learners see their mistakes immediately and can improve during the

exercise. The correction can be done by the teacher or a learner writing the sentence on the blackboard and with the learners checking their own work.

j. Unexploded Dictation

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape-recorder, the learners have to make their own transcription of the text.

The variations of dictation above can be used in the teaching learning process; the researcher will be used *Guided dictation*, *Running dictation*, *Unexploded dictation* and *Completion dictation* in order to conduct this research. The researcher chooses those variations because the researcher wants to adapt with the competence and students' proficiency. The competence of junior high school is responding in simple short text. Hence, the researcher will use the variations of dictation which can use in short text and easy to understand by students.

3. Procedures of Dictation Technique

It is important for the teachers to make some preparation when they are going to give dictation test to their students. According to Madsen (1983:112-114) there are some preparations that must be followed, those are:

- a. Teacher must select suitable materials that is not too difficult for the students to be dictated.
- b. The words dictated should have been taught to the students before and students must understand the meaning of the words.
- c. The words dictated should be selected or chosen from simple words.
- d. Teacher must 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 by the teacher.
- e. After the teacher select suitable procedure, it is time the teacher to test students. There are three steps to administering dictation test:
 - 1) **First step**, do not pause during the passage. Students do not allow writing anything at this time. They just listen carefully what the speaker's speak.
 - 2) **Second step**, give pause after every five to ten words. During each pauses, the students are to write down what they have just heard. Teacher allows repeating any words or phrases once.
 - 3) **Third step**, play or read without pauses and at normal speed. But no repetition of words or phrases is permitted.

The teacher should choose suitable procedure of dictation in the teaching learning process. When the teacher wants to anticipate something noisy around the classroom, better the teacher used recording to conduct dictation technique.

While, when the teacher reads directly it is possible that the students do not pay attention, because they cannot hear clearly.

4. Advantages and Disadvantages of Using Dictation

Dictation is a good training to ear and as well as motor training to the students (Patel and Jain, 2008:131). There are some advantages of dictation according to Patel and Jain (2008:132):

- a. It trains students to reproduce in writing what they listen.
- b. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- c. It enables students to understand the part of each sentence and word phrases.
- d. It enables student to write at good reasonably speed.
- e. It enables students to understand spelling and punctuation.
- f. It enables students to write-to use capital letters.
- g. It enables students to develop the habit of listening spoken language

According to British Council (2006) the advantages and disadvantages are:

a. Advantages From the teacher's point of view:

- 1) Dictation can be done with any level, depending on the text used
- 2) Dictation can be graded for multi-level class
- 3) Dictation usually require very little preparation and photocopying

4) Dictation can be used to save time, the class can be divided into two groups and the words or phrases dictated quickly with each group required to write down.

b. Advantages For the students:

- 1) Dictation can focus on both accuracy as well as meaning
- 2) Dictation can develop all four skills- speaking and pronunciation can be developed if the students do the dictating rather than teacher
- 3) Dictation gives students the opportunity to notice features of pronunciation.

c. Disadvantages of Dictation:

- 1) Dictation is a boring activity.
- 2) Some students may find difficulties.
- 3) Accuracy when checking.

Every teaching technique has advantages and disadvantages. Both of advantages and disadvantages are useful for teachers to choose which one the teaching technique that suitable with their students. Dictation technique gives a lot of advantages for teacher and students. The advantages of dictation are greater than disadvantages of dictation. It means that dictation technique can be used in teaching learning process as a teaching technique.

B. The Nature of Listening

Listening is one part of language skill, it is certainly very important similar with other skills. According to Cambridge Learner's Pocket Dictionary listen is "give attention to someone or something in order to hear them". While, according to Howatt and Dakin as quoted by Saricoban (1999) "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning".

Listening has often been called a passive skill. This is misleading, because listening demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic source (Littlewood, 2009: 66). Bachman (1990) in O'malley (1996) also states that "Listening is not a passive or receptive skill. Listening is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning".

Listening is the way of learning the language. It gives the students information from the first to build the knowledge for using the language. When this knowledge is build, the students can begin to speak. Cook (2008:38) said that "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening".

This section the nature of listening that will explain in this sub chapter consists of the concept of teaching listening, listening process, factors

affecting listening comprehension, listening English to foreign language, and difficulties in listening.

1. The Concept of Teaching Listening

“Listening is the language modality that used most frequently” (The Essential of Language Teaching, 2015). It means that listening mastery is the skill which is required to listen well to somebody or something. Listening is basic skill to development the language skill and it can be to support the students to mastery other language skills, therefore, listening must be taught in language teaching learning in all levels.

According to Cook (2008:129) there are three stages of teaching listening process. Those are pre-listening, whilst listening and post-listening. The brief explanation of those activities as follows:

a. Pre-listening

Pre-listening can be done when students’ activate their vocabulary and their background of knowledge. The pre-listening includes:

- 1) Teacher gives background information before the students listen to the text.
- 2) Students read something relevant to the topic.
- 3) There is a class discussion of the topic or situation in the upcoming test.
- 4) There is a question-answer session with the class of a whole.

- 5) Teacher gives written exercises to preview tile content.
- 6) Students go over tile procedures for the upcoming listening task.

Saricoban (1999) states that “The teacher asks the students what they are going to listen. A discussion atmosphere is tried to be created. At this stage pictures are used effectively”.

b. Whilst Listening

After the students get some experiences from the previous explanation and some vocabularies addition about the material, now the students should develop the skill of eliciting messages. The teacher can teach them through some ways, as follows:

- 1) Teacher asks the students to listen to something.
- 2) Teacher plays the listening twice.

According to Saricoban (1999) whilst listening is “While students are listening to the tape the teacher asks them to take some notes”.

c. Post-listening

In post-listening activities, the teacher gives listening task to the students. Saricoban (1999) explain that post-listening is activity that “The teacher writes some questions on the board and asks them to answer the questions. They are also stimulated to talk and participate in the activity dominantly”.

In the teaching learning process, the teachers have to know about pre-listening, whilst listening and post-listening. Here, the researcher will be prepared students by giving some vocabularies and how to pronounce in

the pre-listening. Then, in whilst listening, the students will be asked to listen to the audio that have prepared by the researcher. And the last, in the post-listening, the researcher invites the students to do self-correction. Here, the researcher will be played audio again and make correct answer together with students.

2. Listening Process

In the teaching listening, the teacher must understand the process of listening before teach the students. According to Nation and Newton (2009:40) there are two kinds of listening process, they are:

a. Bottom-up Processes

These are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. According to Cook (2008:127) Bottom-up parsing involves building up the sentence in our minds bit by bit, putting the sounds into words, the words into phrases, the phrases into a whole sentence.

The bottom-up processing model assumes that listening is a process of decoding the sounds that one hearer in a linear fashion, from the smallest meaningful units (or phonemes) to complete texts (Nunan, 1999:200).

b. Top-down Processes

Top-down processes involve the listener uses what they know of the context of communication to predict what the message will contain, and

uses parts of the message to confirm, correct or add to this. The key process here is inferencing. Top-down view suggests that the listener actively constructs the original meaning of the speaker using incoming sounds as clues (Nunan, 1999:201).

3. Factors Affecting Listening Comprehension

According to Boyle (1984:34) there are three factors that affect listening. Those are factors in the literature, factors selected by teachers, and students' selections. Nevertheless, based on Boyle's study the factors most frequently mentioned in the literature on listening comprehension, and the researcher only discuss the factors in literature. Those are:

a. Listener Factors

Listener factors are affected factor made by the listener. The listener factors include:

- 1) Experience/practice in listening to the target language: use of the media (cinema, TV, radio, etc.)
- 2) Intelligence
- 3) Background knowledge of the world
- 4) Physical and educational, include:
 - a) Age/sex
 - b) Home background, size of family
 - c) Educational background and type of school
 - d) Physical health and alertness

5) Intellectual

- a) Knowledge of the target language in its various aspects:
phonology, lexis, syntax, and cohesion
- b) Powers of analysis and selection: ability to distinguish between
main and supporting points
- c) Knowledge of the specific topic or subject
- d) Memory (short term and long term)

6) Psychological

- a) Motivation and sense of purpose while listening
- b) Attitude of the listener to the speaker
- c) Attitude of the listener to the message: level of interest
- d) Listener's powers of attention and concentration

b. Speaker's Factors

The speaker's factors include:

- 1) Language ability of the speaker: native speaker - beginner-level
non-native speaker
- 2) Speaker's production: pronunciation, accent, variation, voice, etc.
- 3) Speed of delivery
- 4) Prestige and personality of the speaker

c. Factors in the Material and Medium

The material and medium factors include:

- 1) The language used to convey the message: phonological features, including stress, intonation, weak forms (especially in conversation), lexis, syntax, cohesion, etc.
- 2) Difficulty of content and concepts, especially if the material is abstract, abstruse, highly specialized or technical, esoteric, lengthy, or poorly organized.
- 3) Acoustic environment: noise and interference.
- 4) Amount of support provided by gestures, visuals, etc.

Actually, there are many factors affected to the students in listening classroom. Teachers have to know what are kinds of factors that will be affected to the students. Besides that, the teachers have to pay attention in listening class. The teachers should choose the suitable material for students so that the students can enjoy the listening classroom. Listening factors not only from material but also from the listener and speakers factors. Before doing listening activity better the teachers ensure that students can come into the listening activity.

4. Listening to English as a Foreign Language

English as foreign language is too difficult to learn. Most of students need intensive practice to listen the language. Ur (2008:11) gives explanation about the aspects to comprehend listening.

a. Hearing the sounds

The English foreign learners usually have difficulties with the sequences of sounds' English words because there are some consonant-cluster that difficult to cope with. For example, they may get consonants in the wrong order (hearing 'parts' for 'past'), or omit one of the sounds ('crips' for 'crisps') or hear a vowel that is not in fact pronounced ('littel' for 'little'). Another difficulty is not used to the stress and intonation patterns of English.

From the difficulties above, the important way for the students of foreign language is hearing the sounds. In the sentence 'It doesn't fit, it's too big', most of students will understand the word 'fit' correctly even though they may have heard it as something approximating to their idea of 'feet'. Students not always be able to understand the word that they listen through context, but they have to distinguish the homophones like 'meet' and 'meat'. Homophones and homonyms in English is small. Therefore, the students must familiarity with the common phonemes of the language.

b. Understanding intonation and stress

The English system of stress, intonation and rhythm are more difficult than problems of sounds. Therefore the foreign students should understanding intonation and stress. The teacher may do some classroom exercises and give or practice any more detailed models and pointed the students in the right direction.

c. Coping with redundancy and ‘noisy’

There are a lot of problem coping by the students of English as foreign language to perceive and comprehend everything they hear. So, when they hear, they have to understand them all although only single word or short sentences. Even if they try to understand every single word or short sentences, they may find difficulties to understand it because there are many disruption, the students have to coping with ‘noise’ and recognizing redundancy.

d. Predicting

Listener who can guess what will the speaker’s said in the next, he or she will be more understand well to what he or she listen. Ur (2008:16) said that “Prediction is difficult for the foreign-language learner for various reasons”. It means that students of English as foreign language to guess what will the speaker’s said in the next is too difficult. So, they have to practice prediction exercises, because prediction exercises may be one of the best ways of getting students used to hearing the semantic implications of certain patterns.

e. Understanding colloquial vocabulary

In fact, students of English as foreign language will probably do not understand a word that they have not learn yet or they have learnt but the word not familiar. The students need to know that certain expressions are common in colloquial English.

f. Fatigue

Fatigue will give effect depend on how hard the students' concentrate and their ability to do so.

g. Understanding different accents

Most of foreign language students are dismayed when they find the difficulties from their teacher's accent. The teacher need to give them a reasonable familiarity with the two most useful English accents; British and American standard, and give them some practice to listen it. Students who have some experience in listening to and understanding of different accents are more likely to be able to cope successfully with further ones than those who have only heard one or two.

h. Using visual and aural environmental clues

The teachers have to encourage the students to relax and encourage them to use their common sense and the discourse skill from native language to help them understand the whole.

Based on explanation above, the teacher and the students of foreign language must know what they have to comprehend before conduct the listening. Most of foreign language learners need intensive practice in language listening. The students of foreign language need to know the listening competence in academic studies so that they know what are the competences or skills that they must achieve.

5. Difficulties in Listening

Foreign language learners need to pay special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to. In other hand, they can make the listening process difficult. Brown (2001:252-254) explains eight characteristics of difficulties listening that are adapted from several sources also.

a. Clustering

In teaching listening, the teacher needs to help students to manage clusters of words. Sometimes, foreign language learners will try to understand a whole sentence or even several sentences, or they will error in trying understanding every word in utterance.

b. Redundancy

Redundancy can make learners confused to understand the utterance. But, learners can train themselves to profit redundancy that not every new sentence or phrase will necessarily contain new information.

c. Reduced form

When spoken language contains a redundancy, it also has many reduced form. Reduction can be phonological, morphological, syntactic or pragmatic. These reductions pose significant difficulties for learner foreign language.

d. Performance variables

Native listener can easily interfere with comprehension in foreign learners. Every day casual speech by native speakers also commonly contains ungrammatical forms. Learners have to listen for the meaning it.

e. Colloquial language

Learners who have been exposed to standard written English sometimes find difficult to deal with colloquial language, idioms, slang, reduced form and shared cultural knowledge. Colloquialisms appear in both monologues and dialogues.

f. Rate of delivery

Most of foreign language learners think that native speakers speak too fast, actually, the number and length of pauses used by speaker is more crucial to comprehend. So, learners need to be able comprehend language delivered at varying rates of speed.

g. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension, because English is a stress-timed language; English speech can be terror for some learners as mouthfuls of syllables come spilling out between stress points.

h. Interaction

Classroom technique that input listening components must include instruction in the two way nature of listening. Students need to understand

that good listeners (in conversation) are good responders. They know how to negotiate meaning so that process of comprehending can be complete.

Based on theories above, listening is an active language skill. The listener should be pay attention when they listen something. If they do not concentrate, they will lose what have the speaker talk about. To improve students listening skill, students need to pay attention to the sound, stress, intonation, rhythm, and information in the audio.

C. Previous Study

The title this thesis is *The Effectiveness of Dictation Technique on Listening Ability of the First Grade Students in MTsN 2 Tulungagung*. In making this thesis, the researcher was considering some previous researches to support the researcher's thesis. The first is from Dita Sari, she was conducted the research with the title: *Teaching Listening through Dictation using Song to the Eight Grade Students of SMP Negeri 14 Cirebon*. She was used two classes, experimental class and control class. Experimental class is class that given treatment, while control class without treatment. She found that the dictation technique using song improves students' comprehension in listening at eight grade students. It can be seen from the result of $t_{\text{count}} 2.26$ was higher than $t_{\text{table}} 2.093$ ($2.26 > 2.093$).

The second is from Hirokazu YONEZAKI paper (Research Report of Nagaoka National College of Technology, Vol.50, 2014), with the title:

Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Student. This paper focused on dictation because to do dictation, the learner is first required to recognize the words and phrases in the sound chain before writing them down. In the experiment, dictation was given eight times as treatment and the result in the control group (n=41), the number of students who lost in their scores was 17 (42%), the number of those whose scores remained unchanged was 3 (7%), and the students who gained was 21 (51%). In the experimental group (n=24), the number of students who lost was 4 (17%), the number of the students who remained unchanged 2 (8%), and the students who gained 18 (75%). Based on the data of both groups, an independent *t*-test was conducted. The difference in gains between the two groups was statistically significant ($p < 0.05$) even though the effect size was small ($r > 10$). From this result, it is plausible that the treatment of dictation practices had a statistically significant effect.

The last is from Fatimah Mulya Sari, with the title: *Improving Students' Listening Ability through Dictation Technique at The First Year Students.* In her research, she used elements of micro skills such as: intonation pattern, recognition of function and structure, cohesive devices, detect sentence constituents, and discourse markers. The finding of her research showed that the result of pre-test was lower than the result of post-test. It can be inferred that there was an increase of students' achievement from the pre-test.

From those previous studies above, the first previous study found that by using dictation, the students get highest correct answer, it means that dictation can

be used to correct students listening errors. Second previous found that dictation is useful testing technique to measure students' listening proficiency. Third previous also found that dictation can improve students' listening ability. From those, the researcher tried to using dictation testing technique on listening ability. The researcher conducts this technique to give evidence that dictation testing technique give a lot of advantages and can improve students' listening like three previous studies above. But, here the researcher only focuses on students' dictation. Hence, the researcher going to conduct the research entitles: "The Effectiveness of Dictation Technique on Listening Ability of the First Grade Students in MTsN 2 Tulungagung.