

BAB II

THEORETICAL

A. Description of Theory

1. English Listening Ability for Senior High School Students

The goal of listening ability in English learning at the high school level is to assist students in comprehending the meaning of spoken texts across different real-life situations. Teaching listening skills at this level comes with unique challenges, as students in adolescence are expected to process increasingly complex materials. Therefore, the development of listening skills needs to be supported by a structured approach that aligns with students' cognitive abilities.

According to Brown (2004), listening skills involve not only recognizing words but also understanding sentence structures and interpreting deeper meanings. Vandergrift (2007) also stated that listening in a second language requires different cognitive strategies than listening in a native language. Students must learn to focus on main ideas, identify key vocabulary, and recognize connections between sentences to fully grasp meaning.

In Kurikulum 2013 and Kurikulum Merdeka, listening comprehension is a key component of language learning. Kurikulum 2013 emphasizes students' ability to

understand and respond to spoken texts, including dialogues and monologues used in daily communication. Meanwhile, Kurikulum Merdeka provides flexibility in how listening is taught, encouraging the use of authentic listening materials such as discussions, presentations, and real-world listening tasks.

One effective method for enhancing listening skills is dictation strategy, which is particularly useful in structured classroom settings. Dictation requires students to actively process spoken information, improving both listening accuracy and comprehension. This technique can be integrated into both Kurikulum 2013 and Kurikulum Merdeka, as it aligns with task-based learning approaches that encourage interactive and engaging language activities.

The use of dictation strategy in a quasi-experimental research setting, as applied in this research, it enables the researchers to assess the effect of this method on the development of students' listening comprehension. The strategy is particularly useful in improving students' ability to recognize phonetic patterns, understand sentence structures, and enhance their ability to focus on meaning while listening.

By integrating dictation techniques, authentic listening materials, and modern learning technologies, high school students can develop listening skills that are not only

useful for academic purposes but also essential for real-world communication in English.

2. Learn to english listening with dictation strategies

Based on Arici and Sever in the research, As the first language skill learned, listening remains the most consistently utilized throughout an individual's life (Acat et al., 2016). Listening starts in early childhood as individuals try to comprehend their surroundings, shaping a world filled with the knowledge, emotions, and thoughts of that time, while developing fundamental cognitive structures. It is evident in nearly every environment where learning takes place. Listening encompasses several fundamental processes, some of which rely on linguistic competence, while others depend on prior knowledge that is not purely linguistic in nature. Additionally, it involves psychological factors that influence how this competence and knowledge are applied in relevant tasks. Harmer (2007) defines listening as a receptive skill where individuals gain ideas based on what they hear. Based on this definition, it can be understood that listening is an activity where attention is directed towards someone or something in order to understand their words.

a. The Importance of Listening Comprehension

Listening comprehension requires intensive concentration and requires quick comprehension of what

is being said. To intensify listening comprehension, many factors must be considered on the part of the listener. Listeners rely on context, facial cues, and body language to grasp the speaker's intended meaning, among other factors, are elements that students can use to help interpret what the speaker intends to communicate.

According to Ziane in the research (Ziane & Guettal, 2012), listening comprehension is very important in teaching foreign languages for various reasons. One reason is that listening is the process of receiving input, and without comprehension, learning cannot occur. Listening comprehension is a challenging skill; it is a complex and crucial process. This is crucial due to the significant role it plays in supporting the acquisition of a first or second language.

According to Nunan in the research (Ziane & Guettal, 2012), listening comprehension is a challenging skill to master and requires continuous practice but listening skills are a very complicated and very necessary process. This is important because of its important role in building students' mastery of a first or second language.

b. Types of Listening Activities

Different forms of listening exist, each serving a unique purpose, each determined by its specific purpose. Listed below are the different types of listening that students can improve as a part of enhancing their listening skills.

1. Active Listening

Active listening is the ability to listen with the purpose of comprehending the underlying meaning. To grasp the essence of what others are saying, listeners must pay close attention. While meaning is not always guaranteed, active listeners can at least recognize when they don't understand, allowing them to ask the right questions to clarify. Active listening involves focusing one's attention on the speaker. The listener provides verbal or non-verbal feedback by asking questions and/or by paraphrasing what the speaker said. In such cases, the listener relies on other senses to interpret meaning beyond the spoken words, often by rephrasing the speaker's message.

2. Critical listening

Also termed evaluative, judgmental, or interpretive listening, critical listening involves forming judgments about the speaker's message,

involves assessing and analyzing the information being heard to form an opinion or make a decision, aims to assess the message logically while analyzing the arguments put forward by the speaker. This type of listening involves analysis, judgment, and critical thinking. It is essential to assess the strength of the evidence and understand the speaker's motives. However, critical listening is a challenging task because it requires both absorbing and evaluating information simultaneously.

3. Listening to Content

This form of listening requires comprehending and retaining the information presented by the speaker. It also involves identifying the main points of the message and recognizing cues by summarizing them. Additionally, understanding the various sounds and tones used by the speaker is important. In addition to these, factors such as phonology, vocabulary, grammar, and various forms of discourse should be considered.

To apply content listening effectively, one must be able to recognize the core ideas conveyed. Afterward, it is important to ask clarifying questions

if the message is unclear. This will enhance the listener's comprehension of the conveyed message.

Listening is the first language skill acquired early and used throughout life. The listening process involves linguistic competence and knowledge that is influenced by psychological factors. Listening comprehension plays a crucial role in language learning, as without a solid understanding, the learning process cannot be effective.

There are several types of listening activities that can be developed:

- a. Active Listening: Focus on understanding the meaning by giving feedback.
- b. Critical Listening: Evaluate the message by analyzing the argument.
- c. Content Listening: Understand and remember information by summarizing the main idea.

In conclusion, listening is a fundamental skill that plays a crucial role in learning English. Different types of listening activities, including active listening, critical listening, and content listening, can enhance students' comprehension. With the right strategy, students' listening skills can be significantly improved.

3. English Listening ability in the teaching with dictation strategy

According to Rivers in Hasyuni's research (Hasyuni, 2006) It is stated that listening is a creative skill, allowing us to interpret the sounds we hear, process the raw material of words, and the rise and fall of sounds, ultimately constructing meaning from that material. Russel then added that listening skills are listening with understanding, attention and appreciation.

Listening ability can be understood as the skill to focus and hear something. However, listening is distinct from hearing. Hearing is primarily a passive and automatic process, where we can perceive sounds without actively engaging. On the other hand, listening requires the brain to consciously interpret words and their intended message. Essentially, listening involves actively determining the meaning and message behind sounds or words, which goes beyond merely recognizing them. According to Mee in Mirsa Umiyati's research (Umiyati et al., 2022), Listening is a multifaceted process where numerous cognitive functions occur at once. Not only is it complex, but it is also far more challenging than most people realize.

So, listening is the ability to identify and understand what other people say. This is also a complex activity, and can help students understand what they hear by activating

their previous knowledge. Additionally, I will explore other methods teachers can use to help reduce listening challenges by training students in various listening techniques.

The dictation strategy in listening lessons offers numerous advantages. According to research from various sources, some of the key benefits of using dictation in listening instruction include:

a. Dictation can be an effective tool for enhancing students' listening skills. According to several experts, including (Izza, 2015), dictation not only improves listening abilities but also positively impacts the success of listening instruction. This indicates that dictation is a strategy that serves a significant function in enhancing students' listening comprehension.

b. Dictation is an activity that involves multiple skills

Dictation is an activity that involves multiple skills and is used to enhance students' listening abilities, along with improving listening, also enhance students' speaking, reading, and writing skills. As a multi-skill activity, dictation can effectively boost students' overall language proficiency (Andyani & Mojokerto, 2012). Thus, dictation contributes significantly to enhancing students' ability to learn English effectively.

c. Dictation can boost students' self-confidence and motivation

According to (Indah, 2019) and (Yuniarti, 2017) Dictation is a strategy that fosters students' confidence and motivation to learn. It is also a fun and engaging listening activity that fosters an enjoyable learning environment.

d. Dictation helps students focus more

Lightfoot (2004) and (Pilot, 2013) as cited in (Saragih, 2022) It was stated that incorporating dictation into listening instruction can enhance students' focus throughout the learning process. This approach also promotes greater student engagement in classroom activities.

Based on theoretical explanation, English listening ability in high school students is the ability to understand information through an active process that includes the process of sounds, words, and sentence structures into meaning according to context. Dictation strategies help improve this ability by providing intensive listening practice, increasing concentration, and strengthening students' understanding of the material being taught.

In this research, listening ability indicators include:

1. Accuracy of Student Answers

The extent to which students can capture important details from a comprehensive dialogue text.

2. General Understanding

Students' ability to grasp the main idea of the dialogue text as a whole.

Through structured and repeated listening practice, dictation strategies enable students to be more focused, skilled in answering questions, and improve general understanding of the contents of the dialogue.

4. Dictation Strategy in English Learning for High School

a. Understanding Dictation

Dictation is an effective learning activity that supports young learners in developing their language skills, particularly in listening and writing, where they write down what is spoken or read aloud. It also provides students with valuable experience that aids in improving their writing skills. According to (Mentari, 2018), Dictation is a strategy that helps develop students' listening habits while also assisting them in understanding punctuation, spelling, words, clauses, phrases, and sentences. Additionally, it supports students in enhancing their language skills, making them more familiar with the language being used. (Chai, 2011), also stated, Dictation is an activity that can help students enhance their awareness and abilities in both listening and writing skills. (Fachrurrarzy, 1989) further stated the dictation strategy is recognized as a technique applied in both language learning and testing, where a passage is

read aloud to students, and they are required to transcribe it as accurately as possible during designated pauses. (Fachrurrarzy, 1989) added that the dictation strategy has several meanings, including activities that train students' listening and writing skills, enhance their concentration, and familiarize them with language structures such as vocabulary, phrases, clauses, and punctuation:

1. Dictation involves reading a passage aloud.
2. Dictation involves breaking a passage into suitable phrases to make them easier to remember in short-term memory and rereading the phrases with long enough pauses so that the subject can record the previous phrase in writing.
3. Dictation is the optional re-reading of a phrase while it is being written.
4. Dictation is rereading an entire passage as in a passage.

Following the explanation above, the researcher concluded that the dictation strategy is an activity in which students transcribe words, phrases, sentences and passages that they listen to.

b. Dictation Design

As a manageable task, dictation can easily become a regular part of classroom activities. (Nation & Newton, 2008), dictation design is divided into several parts, namely:

1. Running Dictation

The dictation passage, written in large text, is placed outside the classroom, and students team up, with one student writing and the other running to collect the information. The runner reads and memorizes a short portion of the text, then returns to relay it verbally to the writer, who writes it down. When students work in groups, the activity resembles a relay race, the first runner begins by reading the opening sentence of the short passage, then quickly returns to the other students to relay what they have read. At the same time, the teacher sits outside the classroom, delivering sentences to students based on the previously outlined activity procedures.

2. One shot dictation

If students make only minor errors during dictation, the teacher can read the text just once in short sentences instead of repeating it multiple times. If students know that the book will only be read once,

this can make it challenging for them to pay attention to what the teacher is saying; When students know that the teacher will read the text multiple times, they may be less attentive during the first reading.

3. Dictation of long phrases

Teachers are encouraged to repeat longer phrases or complete sentences several times during dictation exercises, rather than just providing short phrases once, with each group containing at least ten words.

4. Guided dictation

The categories of nouns, verbs, adjectives, and adverbs are arranged on the board according to their order in the passage. This allows students to focus on more complex vocabulary as they listen. When the words are grouped into sentences just like in the original text, it becomes possible to read out complete sentences or individual words rather than full phrases during the dictation activity. The words displayed on the board assist students in recalling complete sentences.

5. Dictation for mixed classes

For a class with students who vary in dictation ability, the teacher can adjust the reading speed of the text accordingly. When the teacher reads a phrase for the students to write, he delivers it quickly so that

proficient students can immediately record it, then pauses for a few seconds before repeating the phrase. Using this method, the teacher reads each phrase twice during the dictation activity.

6. Peer dictation

In pairs, students work together, with one student reading the dictation and the other transcribing it. They are given limited time to complete the task, and once one group finishes and calls out 'stop,' all groups must cease working. While writing, students may ask their partners to verbally repeat and analyze words and phrases.

7. Dictation of completion

The text was distributed to students in several printed versions, each containing an increasing number of omitted words. As the teacher read the text in short phrases, the students paid close attention and completed the blanks on their initial worksheet. Afterward, the teacher repeated the text, and the students filled in a second version that contained more blanks than the first. This procedure was repeated until students successfully reconstructed the entire text through dictation.

8. Perfect dictation

After the dictation has been reviewed, it is beneficial for students to listen to the text once more while observing their corrected work, allowing them to focus on the sections where errors occurred. Then given again the next day. By the third round of dictation, students are nearly able to recall the text entirely and reproduce it accurately. Thus, the initial evaluation serves merely as a starting point in the learning process, which eventually leads to a flawless reproduction.

9. Dictate sentences

The teacher verbally delivers the sentences, and the students transcribe them. Through this method, students are able to identify and correct their mistakes during practice. Corrections may also be carried out either by the teacher or whether written by the teacher or a student on the board while others check their own work.

10. Dictation that hasn't exploded yet

The teacher records the text at a normal pace without the typical pauses found in dictation. Each student is then required to produce their own transcription by listening to the recording.

A variety of dictation strategies mentioned above can be utilized in the context of both teaching and acquiring knowledge, particularly in the listening activities. In this the research must be adapted to the researcher's competencies and abilities, one of these strategies was selected

c. Procedure of the Dictation Method

During the learning process, teachers are required to make several preparations before administering dictation tests to their students. There are several steps that teachers need to prepare, including::

1. Teachers must choose material that is acceptable and not too difficult to dictate to students.
2. Students must be familiar with the words used in the dictation, which should have been introduced to them previously.
3. The dictated words should be basic terms chosen from a selection of simple vocabulary.
4. Teachers need to employ the appropriate method for administering dictation tests. Initially, the teacher pronounces the words aloud, followed by recording them for dictation purposes.
5. After the teacher chooses an acceptable procedure, then the teacher assesses the students.

A dictation test can be administered in two ways: either the teacher reads the words aloud directly, or a pre-recorded audio of the words is used. Teachers are required to read as much reading as possible. Initially, the text is read at a normal speed, followed by pauses between phrases or the teacher may read groups of natural word chunks to give students enough time to transcribe what they've heard, and then reread the entire text at normal speed for students to check and revise their work.

d. Applying the dictation strategy in listening instruction

Dictation strategy is very useful for teaching students to listen. By using this dictation strategy, Students have the potential to enhance their listening abilities considerably. According to (Vandergrift, 2007), He explained that the dictation strategy has the potential to enhance students' listening skills, as well as help them understand English pronunciation in detail. In addition, (Lightfoot, 2013) stated that dictation can also increase students' confidence and motivation in English. With dictation strategy, Students have the opportunity to enhance their listening abilities, particularly in listening comprehension. By implementing the dictation strategy, teachers can guide students in developing effective

listening skills, thereby facilitating the achievement of learning objectives (Brown, 2014).

In its application, the dictation strategy involves three main stages, namely, Pre-test, treatment, and Post-test, which are explained as follows:

1. Pre-test Stage

At this stage, students are asked to take a listening comprehension test as an initial evaluation. Students listen to a text in the form of a dialogue that is relevant to everyday life situations (Material, "AT the Restaurant") and are asked to fill in the blanks in the prepared dialogue script. In addition, students answer a number of questions to what extent they understand the contents of the text they hear. This stage aims to measure students' initial ability to understand the information understood before the treatment is given.

2. Treatment Stage

Following the pre-test, students underwent treatment using a dictation strategy implemented across several learning sessions. Each session lasted for 90 minutes, with various topics such as dialogues in hotels, airports, or supermarkets, and others. The steps in each treatment session are as follows:

a. Preparation

The researcher distributes incomplete dialogue scripts and explains the context and learning objectives.

b. active listening

Students listen to the dialogue that the researcher reads three times. During the first reading, students listen attentively without taking notes. In the second and third readings, they start to jot down the words they hear to complete the transcript.

c. Filling in the dialogue script

Students complete the gaps in the dialogue script based on what they hear from the researcher's dictation.

d. Evaluation and discussion

After students complete the task, the teacher reviews their answers and engages in a discussion about the outcomes. This discussion aims to provide constructive feedback so that students understand their mistakes and improve their listening skills.

3. Post-test Stage

The final stage seeks to assess the impact of the dictation strategy on enhancing students' listening

comprehension. Similar to the pre-test, students listen to the text ('At the Zoo'), complete the gaps in the dialogue script, and respond to questions related to the dialogue's content. The post-test results are subsequently compared with the pre-test results to evaluate the improvement in listening comprehension following the treatment.

Based on the previous theoretical explanation, the dictation strategy is a learning approach that aims to train students' listening skills through listening activities and writing down information. This approach helps students understand oral texts in detail and increases concentration in capturing important information. In addition, the dictation strategy also supports the improvement of other skills such as writing and grammar comprehension.

In the context of listening skills, the dictation strategy has been proven effective in:

1. Increasing the accuracy of students' answers to text details.
2. Helping students understand the general meaning of the dialogue text.

The purpose of this research is to demonstrate the effectiveness of the dictation strategy in enhancing students' listening skills, particularly regarding the accuracy of answers and the overall comprehension of the dialogue text.

B. Previous Study

The first research was conducted by (Zahro, 2018) with a thesis entitled "Effectiveness of Running Dictation Toward Eighth Grade Students' Listening Ability at MTS Negeri 4 Tulungagung in the 2017-2018 Academic Year". This research sought to assess the effectiveness of applying running dictation strategies in improving the listening skills of eighth-grade students. The research observed significant improvements in students' listening abilities after the implementation of the running dictation method.

However, this research focused on a specific type of dictation strategy (running dictation) and focused solely on eighth-grade students at MTS Negeri 4 Tulungagung, which limits the generalizability of the results. Furthermore, it did not explore the use of other dictation strategies or the application of these strategies at the level of high school education, where listening tasks are more complex and challenging. To fill this gap, this research aims to examine the effectiveness of different dictation strategies in improving the listening skills of tenth-grade students at MA Pancasila, an academic setting involving more advanced listening tasks.

The second relevant study was carried out by (Intan, 2017), the research titled 'The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill at

SMK 1 Al-Fattah Medan' employed Classroom Action Research (CAR) as its methodology, The study sought to evaluate the impact of dictation techniques on improving students' listening abilities. The findings revealed that the use of dictation techniques led to significant improvements in students' listening proficiency, their comprehension of spoken English, and their overall participation in class.

However, this research was focused on a single dictation technique in a vocational school (SMK), whereas this research explores the use of various dictation strategies at the level of high school education (MA), where the complexity of listening tasks is higher. Additionally, while Intan's research emphasized classroom interaction and student enthusiasm, This research focuses on evaluating how effective different dictation strategies are in improving listening comprehension by using pre-test and post-test assessments.

The third related sresearch was conducted by (Yuniarti, 2017), with the title of the thesis “Using Dictation as a Testing Device in Teaching Listening.” The research design implemented in this study was Classroom Action Research (CAR) to examine the impact of dictation as a testing tool in listening instruction. The results of the research showed that applying dictation strategies led to an improvement in

students' listening abilities, and students gave positive feedback regarding the strategy.

However, this study focused on dictation as a testing device rather than as a teaching strategy, which sets it apart from the present research. While Fatma's study emphasized students' responses and engagement, This study explores the effectiveness of different dictation strategies and their direct influence on students' listening skills, utilizing a pre-test and post-test approach to measure the outcomes in a more structured, experimental setting. Additionally, Fatma's study used Classroom Action Research, while this research employs a more formal experimental approach.

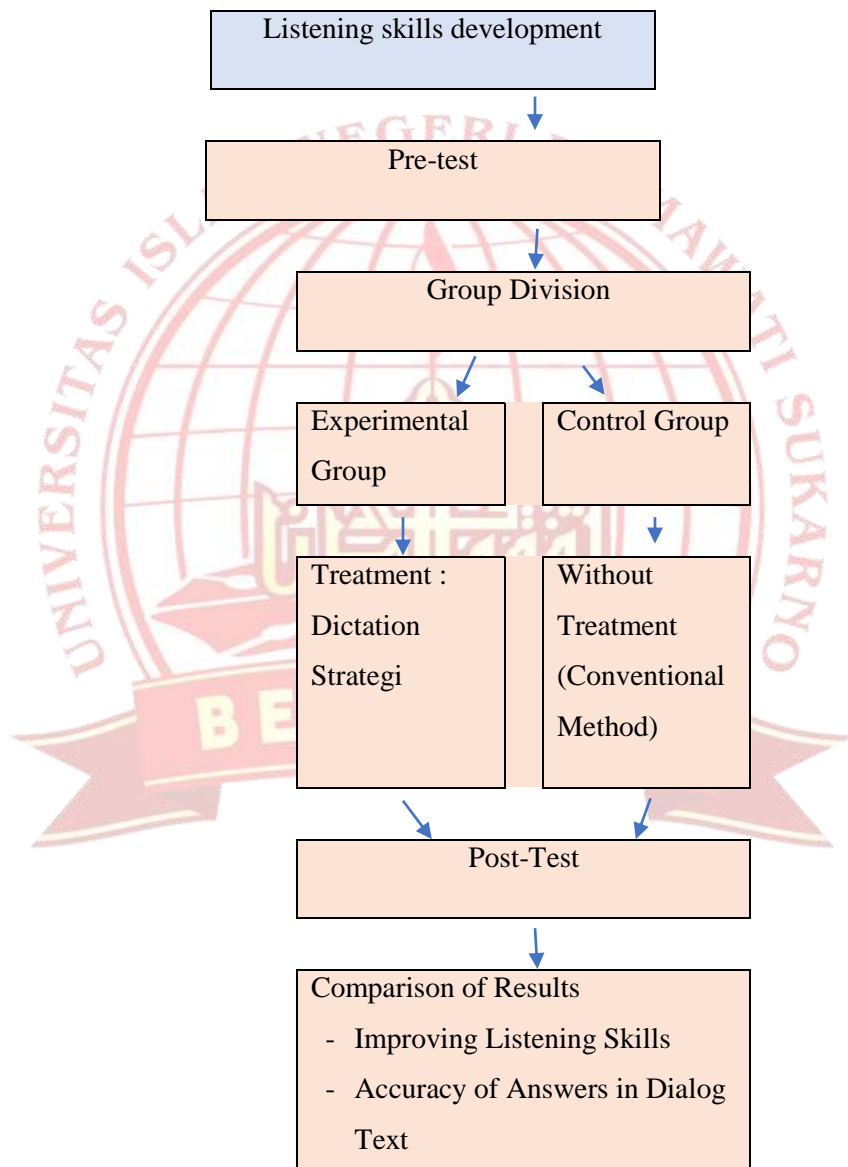
Whereas this research has several unique features compared to previous studies. First, this study was conducted at the MA level, which has a higher level of listening comprehension difficulty compared to previous studies conducted at SMP or SMK. Second, The research applied a quasi-experimental design, featuring assessments before and after the treatment, where students were assigned to an experimental group, which was exposed to a dictation strategy, and a control group that did not undergo the treatment. This is different from previous studies that used more Classroom Action Research (CAR) methods without group comparisons. Third, this study not only assessed student engagement, but emphasized more on objective

measurements of improved listening comprehension through pre- and post-treatment tests. Finally, according to the data analysis results, it was observed that the experimental group demonstrated an improvement in listening comprehension when compared to the control group. Even though the t-test results indicated that the improvement was not statistically significant, the difference in the mean post-test scores between the two groups still suggested an effect from applying the dictation strategy.

C. Framework of Thinking

The focus of this research is that researchers apply dictation strategies to improve the listening comprehension of tenth grade MA Pancasilah students and students in Bengkulu City. In this research, the researcher aims to improve the listening comprehension of MA Pancasila students as well as students in Bengkulu city. The study focuses on enhancing students' listening comprehension through the use of dictation strategies, with an emphasis on accuracy in answers and comprehension of dialogue texts.

The researcher outlines the conceptual framework for this study as follows:



This research centers on the development of listening comprehension abilities, the researcher utilized dialogue texts as tasks to evaluate students' comprehension and the information they obtained from the texts. While the dictation strategy encompasses various aspects to observe students' understanding, this study focuses on two key aspects: answer accuracy and overall comprehension in dialogue texts. Students often struggle with recognizing word sounds and spelling, leading to confusion. Therefore, the researcher emphasized answer accuracy and general understanding as indicators of students' listening comprehension when using dictation strategies with dialogue texts. After implementing the dictation strategy with both male and female students, the findings revealed a notable improvement in their listening comprehension skills.

D. Hypothesis

In connection with theory, discussion of previous research and explanation of the dictation strategy above. Furthermore, in this action research the author hypothesizes that the use of dictation strategies can improve students' abilities in listening skills in English subjects.

1. (H_0): There is no significant effect of the dictation strategy on the listening comprehension skills of students.
2. (H_1): There is a significant effect of the dictation strategy on the listening comprehension skills of students.