

Chapter Two

Literature Review

This chapter discusses some experts' opinions related to the research. Some other research results are also incorporated to support the research. The beginning, this research discusses teaching listening, dictation and its implementation, related study of the research. This chapter also presents related to research and conceptual framework.

Teaching Listening

Listening is a tool to effective communication. Cahyono and Widiati (2015) asserted that in this era listening is unavoidable in English as a Second Language/English as a Foreign Language learning because students often do listening more than speaking in the classroom skills in listening can facilitate students to participate well in oral communication. This is because communication can not take place successfully if the message is not conveyed well. Therefore, it is necessary to have the proper technique in teaching listening.

In the general classroom activity, the teaching of listening has been accepted in English classroom (McErlain, 1999). McErlain also argued that listening skills of university exchange programme required by students to cope English as a medium of instruction during their University career. However, language teaching in the faculty has tended to left behind because they only focus on reading and writing skills at the expense of aural skill. This phenomenon caused student population accustomed to audio-visual input, not only in language classroom but also in other subjects. therefore, teachers should apply teaching

listening in the language classroom in order to make students understand more about listening, because as a major to communicate in foreign language. There are various method in teaching listening. Some teaching skills are similar to the teaching skill used in listening. Moreover, Harmer (1991) showed that there are various methods in teaching listening to the student; reading aloud, story-telling, interviews and conversation. Nation (2008) argued that dictation is one of methods to teach listening.

Definition of Dictation Method. The Merriam-Webster Dictionary defines dictation as the activity of speaking words that a someone dictating words and others write down. Precisely, dictation is an activity which involved two person, one as dictator and others write down what they heard. There are several methods to teach listening skill such as reading aloud, story-telling, interviews and conversation, and dictation is one of them. Yonezaki (2014) argued that “dictation is to unravel and segment, to decode, linear and continuous sound sequences or chains strung together without any obvious boundaries, to recode and reconstruct them rather actively into words, phrases and sentences and try to write down”(p.23). Then, (Oller & Streiff, 1975; Oller, 1979) as cited in Nation and Newton (2008) “dictation is often associated with more traditional teaching methods, and with testing rather than teaching” (p.59). Vasiljevic (2010) also asserted that dictogloss is a listening activity where the learners listen to the passage and write down the point or keyword then work together make a new explained version of the text.

Valette (1964) as cited in the journal of The Asian EFL Journal Quarterly (2008) declares that practice with dictation can help students learn the language. She believes the teacher's attentiveness on a different element of the language, containing sound, sentence structure, inspires the students to correct their papers. In fact, she believes dictation can motivate the students' consciousness of the written language. In addition, Robertson (2008) also stated that dictation has been commonly known as a testing method for evaluating language proficiency. Even though, using dictation as a language testing technique has suffered enormous resistances. One of the strongest statements made against dictation has been offered by Lado (1961). Nation (2013) as cited in Glick stated that dictation as one of the twenty most useful teaching techniques for the EFL classroom. In addition, Glick (2015) also has done the research and found that activity that has been described can be used in the learning process, and incorporate dictation activities in the lessons.

Types of Dictation Method and its Implementation. Nation (2008) mentioned that there are variations of dictation, those are running dictation, one chance dictation, dictation of long phrases, guided dictation, dictation for a mixed class, peer dictation, completion dictation, perfect dictation, sentence dictation and unexploded dictation. In dictation, students will focus on what they heard, focus to concentrate on gathering some information which will be absorbed in their mind.

Running dictation. Students work in pairs or small groups. A short text that has been typed into big font-sizeed and mounted on the wall outside. One

student acts as the writer and the other students as a runner who ran to text dictation, memorizing short sentence contained in the text, and then back to the writer and communicating it back. If students work in a group, the first role was runner reading the first sentence of the short text, then walked to another friend saying what has been read. The second student walked to the third student and told to writers what they have heard. The emphasis is on speaking and listening, not reading and writing. On the other hand, teachers can sit outside the classroom and contributes to say those words to the students.

One chance dictation. Teachers usually read the text dictation repeatedly, so that students usually do not listen carefully to the initial reading of the text. So, students have many opportunities to listen and it could be happen a little bit error when the teacher read the text dictation repeatedly. Therefore, an opportunity here to have a method that teachers read only one sentence in a short sentence and no further repetition afterwards. If students know if the dictation text is read only once, providing a challenge for them to really pay attention and listen carefully.

Dictation of long phrases. During the dictation writing section, the teacher can read a long sentences or a phrases in many sentences several times. Each text dictation consisted of ten sentences or more. Long-phase hearing dictation aims to train students to be able to focus on what they hear. In other side, with long sentences can also trained their short-term memory.

Guided dictation. In guided dictation, nouns, verbs, adjectives and adverbs have been written on the board in the same order as contained in the text they had. Then, they were asked to listen carefully and pay attention on the difficult word. 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.

Dictation for a mixed class. Teachers read the dictation text only once and without stopping. Then when the teacher reads phrases, the students wrote. Teachers can read the sentence quickly enough so that learners can write and then the teacher waited a few seconds and read the sentence again more slowly to other learners. During the second reading only good students check their work. Teacher runs through dictation, reading each phrase twice in this manner.

Peer dictation. The learners have a copy of the dictation text in front of them. They work in small groups, with one person in the group reading the dictation for the others to write. 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.

Completion dictation. Learners are given a few copies of printed text. One copy has some words are missing, the next copy have more words are missing, and so forth. Students listen to the text a phrase that is being read by the teacher and should fill in the missing words in a copy of their first. Then the teacher reads the text again and learners fill in the missing words in the next copy that has more words are missing from the first copy. This continues until the students write the

whole dictation. Before learners fill in the words of the second copy, and then, they fold their papers so that they can not see the words they have been filled.

Perfect dictation. Sawyer and Silver (1961) suggested that after the dictation has been marked and returned to the learners, it should be dictated again so that they do not make the same mistakes they did the first time. The dictation is then marked again, either by the learners or by the teacher. 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.

Sentence dictation. The teacher says sentences and the learners write them. Tucker (1972) as cited in Nation (2008) suggested that “after each sentence has been given as dictation it should be corrected before the next sentence is given as dictation. 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” (p.65). Teacher has to checked what has been done in the students’ text dictation work, it allows students to minimize errors that occur in the next dictation sentences.

Unexploded dictation. Nation (2008) stated that the teacher records a text into 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, using the rewind and pause buttons on the taperecorder to keep listening to the text until they can make an accurate transcription.

Challenges in Implementing Dictation

In implementing dictation as a technique for teaching listening, teachers definitely have challenges when teaching to students with that technique.

According to Montalvan (2006) asserted that students' native language has a totally different from English and teachers need to consider students problem in writing before giving regular dictation activities. Dictation exercise will produce many benefits if the teacher used as the focal point of a well-planned lesson, but the challenge here is sometime dictation will produce unfruitful errors and result in a discouraging and unproductive exercise.

Furthermore, Fisher (2001) in her result while doing dictation treatment showed that students indicated that they were unfamiliar with the words senior, survey, nearby could not incorporate them successfully into their story. Although the student heard similar sounds and wrote on her paper, she could not correctly identify the difficult vocabulary words nor the meanings attached. The next challenges that teacher faced in dictation technique are students confusing categories sometimes and also missing some errors or mistakes that they made such as spelling. In the next experiment, Fisher struck with things that happened in dictation treatment. For example "the punctuation of "Wolf! Wolf!" was a problem I had expected, two capital W's, two exclamation points, all enclosed in quotation marks, being a challenge for this level" (p.23). She also argued that spelling was not a big problem, there is one student misspelled "people" once, but spelled it correctly in its second appearance. In addition on other case, more

seriously, the student misspelled “amused”, and he ignoring the correct spelling still on the blackboard, and apparently forgetting Fisher pre-dictation explanation. There are many challenges faced when implementing dictation in the classroom, but with these challenges make teachers better to understand how to pass the challenge and give the best results with that technique.

Related Studies

A study has been implemented at the Kish Language Institute in Tehran by Kirany and Shiramiry (2002). This study investigated the effects of frequent dictation on the listening comprehension (LC) ability of elementary EFL learners. These 60 participants were in four classes. Each group consisted of 30 male elementary EFL students 20 to 35 years of age. One of the groups was chosen as the experimental group, and the other as the control group. Participants were given as pretest and the elementary listening test. Dictation were given 11 times during term in the text book of listening exercises. The findings showed that dictation had a significant effect on the listening comprehension ability of the experimental group and the gainscore of the experimental group were higher than the control group.

Another study was conducted by Yonezaki (2014) entitled “Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Students”. The study aims to examine the effectiveness of dictation in improving listening ability of Japanese high school students. Make-up test by the National Center for University Entrance Examinations in 2010 was assigned to both control and experimental groups, for both the pre-test and post-test. The participants were

26 second-year female students of a private high school in Nara Prefecture as the experimental group and 43 first-year female students of the same school as the control group. The study revealed of the experiment, it is plausible that dictation helps improve learners' listening ability. There was considerable gap in listening comprehension levels between experimental group and control group the the experimental group was higher than control group.

Based on the studies above, there are some differences between the review related studies with study that will conduct by the researcher. Actually this research aims to explore the English teachers' view and experiences of dictation in teaching listening. This study will not use quantitative research method, but the researcher will use qualitative research method. Moreover, the researcher only focus on finding the English teachers' view and experiences.

Conceptual Framework

Teaching and learning process is the process of interaction between students and teacher in the classroom, and the goal is to teach and learn for increasing students' knowledge. A study about an English teachers' view and experiences of dictation in teaching listening was never conducted in English Education Department of Universitas Muhammadiyah Yogyakarta. Then, a study about an English teachers' view and experiences of dictation in teaching listening was important to conduct because this study can help teacher and students with disabilities know the using of dictation in teaching listening.

In brief, this research investigates teacher who is applied dictation in language teaching. The theories were used to provide a basic investigation of the

use dictation in teaching listening based on an English teachers' view and experiences. Those concern on how English teachers' view and experiences of dictation in teaching listening.

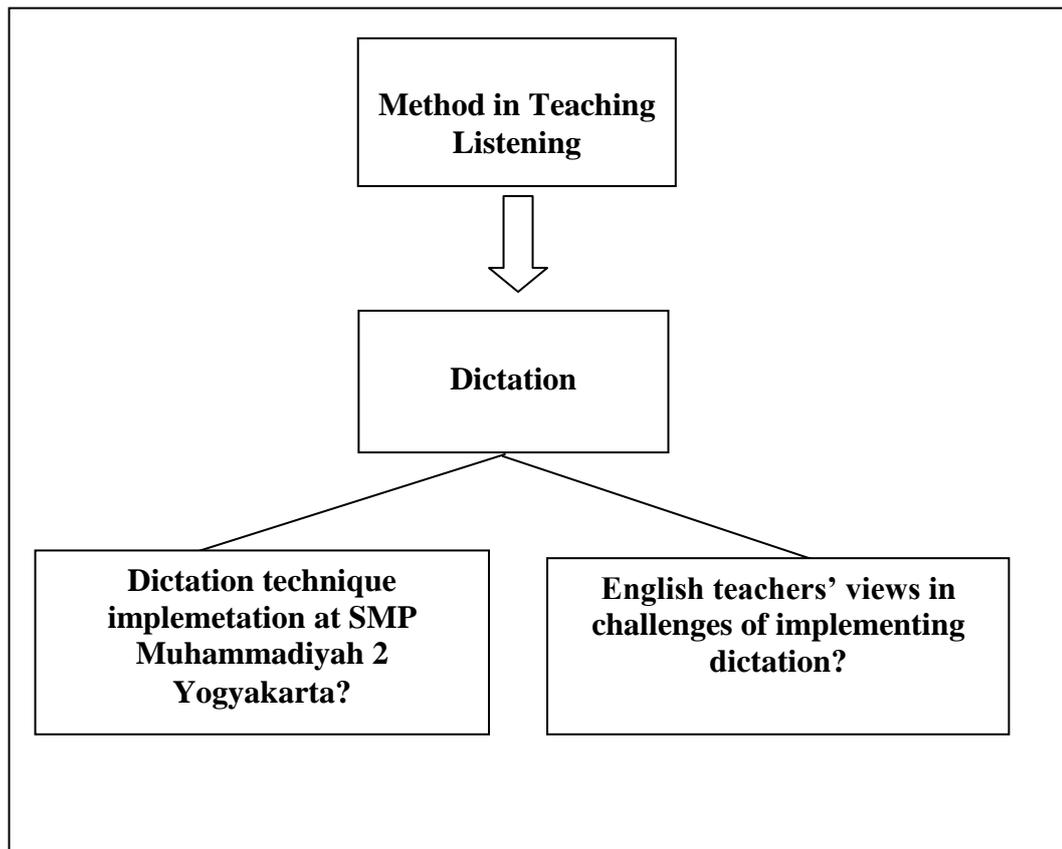


Figure 1.1 Conceptual Framework