

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Concept of Listening

1. Definition of Listening

Listening is a receptive language skill that involves the ability to receive and understand spoken information. Listening is different from hearing because it is an active and deliberate process that demands full attention, an understanding of meaning, and the interpretation of messages conveyed by speakers. While hearing is a passive biological activity that occurs when sound reaches the ear, listening involves mental and emotional involvement from the listener.

Vandergrift & Goh (2012) Explain that listening is an active process of constructing meaning through the reception and interpretation of continuous sound signals, with the support of working memory, lexical knowledge, and syntactic understanding.

Dizon (2020) Distinguishes listening as an active activity that can be practiced and developed through technology and interaction, whereas hearing is more of a biological function that cannot be honed. In her study on technology and listening, Dizon found that listening skills were greatly improved when students practiced intensely and reflectively on complex audio material.

Listening skills play a crucial role in the second language acquisition process, as they are the primary doorway for receiving and processing linguistic input. This activity is not only receptive, but also requires active engagement in interpreting language sounds to build an understanding of meaning.

2. Types of Listening

In language learning, listening skills play a crucial role as they form the foundation for understanding spoken communication. To assess listening skills, linguists often classify listening performance into several categories. According to Brown (2004) one widely used framework divides listening performance into four types such as intensive, responsive, selective, and extensive. These four types describe different purposes, focuses, and assessment procedures according to the listening context.

a. Intensive Listening

Intensive listening emphasizes the ability to recognize small details of the language, such as phonemes, words, intonation, and discourse markers. At this stage, listeners focus on the smallest parts of the language to ensure accuracy of pronunciation and understanding. Examples include exercises to distinguish the sounds /p/ and /f/, recognizing word stress, or paying attention to intonation in question sentences. Assessment

typically takes the form of sound discrimination tests or word recognition.

b. Responsive Listening

Responsive listening involves listening to relatively short parts of language, such as greetings, questions, commands, or checks for understanding, followed by a brief response. This type measures students' ability to respond quickly and accurately. For example, when the teacher says "How are you?", the student can respond "I'm fine, thank you." The focus is on the speed of response and the relevance of the answer.

c. Selective Listening

Selective listening is the skill of listening to seek specific information in a longer discourse, such as teacher instructions, radio news, or stories. The primary goal is not to understand the global meaning, but rather to find specific information that is defined, such as names, numbers, or directions on a map. Assessment can take the form of exercises, answering factual questions after listening to brief news, or filling in missing information in a text based on what was heard.

d. Extensive Listening

Extensive listening focuses on a comprehensive understanding of long spoken language, such as lectures, conversations, or discussions. At this stage, listeners not only

listen for detailed information but also strive to capture the main ideas, conclude the speaker's intentions, and make inferences. For example, students listen to an academic lecture and then summarize the key points of the discussion. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

3. How to Teach Listening

In learning English as a second language, understanding the stages of listening comprehension is very important to analyze how students listen and understand oral messages as a whole. Robbins (2000) argues that the listening process does not occur instantly, but through three main steps: before listening, while listening, and after listening. Each step reflects deep cognitive strategies and is very relevant to be applied in the context of listening task-based learning, such as sentence dictation.

The first step, before listening, is a phase of mental preparation and strategies that students use before receiving oral input. In this stage, students are expected to set listening goals, plan the strategies to be used, activate their background knowledge, and predict the content of the message to be heard. This activity helps students form initial expectations of the discourse content and increase their readiness for active listening.

Furthermore, while listening, students are directly involved in the process of processing oral input. Robbins (2000) explains that in this phase, students use strategies such as selective attention (focusing attention on important information), inferring (inferring meaning from context), and imagery (building mental images of the information heard). This stage is crucial as it determines students' success in capturing and recording the message accurately.

The last step is after listening, which is the reflection and evaluation phase. Here, students clarify information that they have not understood, reorganize the message heard in the form of a summary, relate new information to their previous knowledge or experience (elaboration), and personalize the message received.

Robbins also adds important strategies, such as checking the goal (checking whether the initial goal has been achieved) and evaluation (assessing the success of the strategy used). In dictation activities, this stage is very helpful for teachers and students to critically analyze the location of errors, whether they occur in sound, vocabulary, sentence structure, or interpretation of meaning. (as cited in Liubinienė, 2009)

4. Listening Levels

According to Rost (2011) In listening skills, there are four important levels of understanding to master such as listening for the gist, listening for the detail, listening for inference, and participating.

a. Listening for the gist

Listening for the gist is the listening skill used to capture the main idea or the overall picture of a conversation or spoken text. The main focus is not on small details, but on the core message that is intended to be conveyed. For example, when listening to the news, a person only needs to understand that the topic is about flooding, without having to remember all the figures of loss or the names of locations.

b. Listening for detail

Listening for detail is listening with the intention to obtain more specific information. In this skill, the listener must pay attention to keywords, numbers, or important facts that are needed. A real example is when listening to announcements at the airport, we need to clearly know the departure time, flight number, and gate, as this detailed information determines our actions.

c. Listening for inference

Inferring means making conclusions based on what is heard, even if it is not stated directly. The listener must capture the implied meaning by connecting words, tone of voice, and the context of the situation. For example, if someone says, "It's very hot today, yes, the air conditioning is broken," we can conclude

that the person feels uncomfortable and might be hoping for a solution, even though it is not explicitly requested

d. Listening for participating

Participating is an active listening skill, where the listener not only absorbs information but also demonstrates involvement in the conversation. Forms of participation can include giving brief responses, asking questions, or providing non-verbal cues like nodding. With participation, communication becomes more interactive and shows that the listener is truly paying attention to the speaker.

5. How to Assess Listening

The term "assessment" has become a common one for educators. In a similar manner, there have been widespread interactive gains in teaching circles for languages. Assessment of listening skills must be designed in such a way as to reflect students' cognitive, linguistic, and metacognitive abilities comprehensively.

When assessing listening skills, it is important to adapt the assessment method to the student's level. Assessments should range from tasks that focus on understanding simple language elements to those that develop strategic, interactive, and comprehensive listening skills for longer and more complex discourse.

Based on the statement of the English teacher at MAS Al Falah stated that in the implementation of learning, she refers to the

Merdeka curriculum, which emphasizes the gradual development of language competencies. She also added that the students' listening abilities are currently at the beginner level of B1, or in other words, they are at the beginning of listening for detail.

According to (Rost, 2011) Several indicators are assessed in listening comprehension, such as:

a. Phonological

Phonology is a branch of linguistics that studies the sounds of language and their rules of use. In the context of listening, phonology is very important because it helps students recognize words and understand spoken language accurately, even when the speaker is talking quickly or unclearly. Some important aspects of phonology include phonemes, which are the smallest sounds that can differentiate word meanings, such as *'bat'* and *'pat'*.

Additionally, intonation, or the rise and fall of voice, plays a role in marking questions, statements, or the emotions of the speaker. Word stress also affects the meaning of words, such as *'REcord'* as a noun and *'reCORD'* as a verb. Connected speech, which is the merging of words so that they sound different from their written form, such as *'want to'* sounding like *'wanna'*, is also an important part.

b. Lexical (Vocabulary)

Vocabulary is a collection of words and phrases that are known and used by a person. In listening, vocabulary determines the extent to which students can understand conversations or spoken texts. Important aspects of vocabulary include root words and common phrases, such as go, come, eat, and beautiful, which often appear in everyday situations.

In addition, understanding synonyms and antonyms helps students grasp meanings even if the words used are different. Idioms or everyday expressions, such as break the ice or on time, also frequently appear in conversations, making it necessary to recognize. Vocabulary relevant to the context, such as topics about school, food, or hobbies, will make it easier for students to understand the speaker's message.

c. Syntactic (Grammar)

Grammar is the set of rules that governs the structure of words and sentences in a language. In listening, grammar greatly aids students in understanding the relationships between words so that the meaning of sentences can be fully grasped. Several aspects of grammar that need to be considered include tense or timing of events, for example, the difference between I eat as the present form and I ate as the past form. The subject-predicate-object structure is also important to know who is doing what to

whom. Additionally, prepositions and conjunctions, such as *in*, *on*, *because*, and *although*, indicate relationships of time, place, cause, or purpose between words and sentences. The forms of questions and negatives, such as *Do you like...?* or *I don't know*, also need to be understood so that students can accurately capture the speaker's intent.

2. Concept of Dictation

a. Definition of Dictation

Dictation in the context of language learning is a method that requires students to listen to a text and write it down in full or in part, which includes aspects of phonology, spelling, grammar, and comprehension. According to Newton & Nation (2021) "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."

"Dictation is defined as the transfer of articulation into writing, supporting the development of writing and listening skills." (M. Gültekin & Guvey Aktay, 2015). In addition, Chang & Chang (2014) stated that dictation is often treated as a gap-filling exercise that develops learners' listening ability in words, spelling, and punctuation.

Karya (2016) explains that dictation is not only an evaluation tool, but also an active learning strategy that involves listening skills.

In addition, Saeidi et al. (2010), A study on spelling errors, stated that dictation is effective as a tool for diagnosing students' lexical and grammatical mastery.

Dictation also plays a role in improving phonetic sensitivity, training syntactic accuracy, and evaluating language errors thoroughly. In Lacar Raymundo (2024) study, dictation was used to evaluate oral language errors in university students, showing the dominance of omission errors and grammatical errors.

According to research by Ulfa et al. (2025) Dictation makes a major contribution to the development of students' listening skills because this method requires students to focus on complex language sounds, including intonation, word stress, and pronunciation. This process fosters phonetic sensitivity and spelling accuracy, while activating short-term memory for whole sentence processing. The function of dictation in listening skills is to test oral comprehension, orthographic knowledge, sentence structure grammar competence.

It is concluded that dictation is seen as a language learning method that has dual value as an evaluation tool and as an active learning strategy. Dictation not only tests students' listening skills but also trains and develops important linguistic aspects such as phonology, spelling, grammar, and comprehension. Thus, dictation is not simply a technique of rewriting spoken texts, but an integrated

approach that supports the improvement of language skills in a holistic and contextualized manner.

b. Types of Dictation

Dictation is an easy activity to prepare and can be part of the classroom routine. The following variations can add variety to this routine and can refocus the learning objectives of the dictation activity.

According to (Newton & Nation, 2021), Dictation has many variations, such as:

1. Running Dictation

Running dictation is a language learning activity that involves group work. One student becomes the writer, while the others become runners who read sentences from a text posted outside the classroom, then memorize them and relay them to the writer. This activity can be focused on speaking and listening skills, or modified into drawing instruction if students want to avoid writing.

2. One Chance Dictation

In this variation of dictation, if students rarely make mistakes during dictation, the teacher simply reads the text once in short phrases. This encourages students to focus more, because if they know the text is only read once, their attention will increase compared to if it is read repeatedly.

3. Dictation of Long Phrases

During writing sessions in dictation activities, the teacher can read longer phrases or sentences several times instead of just once. Each part can be ten words or more, so that students can understand and write it better.

4. Guided Dictation

In this variation, nouns, verbs, adjectives, and adverbs can be written on the board in the order in which they will be dictated. This aims to help students understand the whole sentence less, so that they can focus on other, more challenging words while listening. If the words are grouped by sentence structure, the teacher can read out a whole sentence during the dictation activity. The writing on the board serves as a visual cue that helps students remember and reconstruct the complete sentence.

5. Dictation for a Mixed Class

If there are students with different dictation skills, the teacher can adjust how to read the text. First, the teacher reads the whole text without stopping. Then, each phrase is read twice: first quickly for the more advanced students, then after a short pause, more slowly for the other students. During the second reading, the more advanced students simply check their writing. This

technique helps all students follow the dictation at their own pace.

6. Peer Dictation

In this dictation, students work in small groups or pairs, where one student reads the text and the other writes. Each student has a copy of the text. This activity can be used as a competition: the first pair to finish the dictation will say "Stop!" and all other pairs must stop writing. During the process, the writer may ask the reader to repeat or spell words. The goal is to practice cooperation, speed, and accuracy in dictation.

7. Completion Dictation

In this type of dictation, students receive several versions of the same text, but with varying numbers of missing words. The first version has only a few missing words, while the subsequent versions have increasingly more gaps. The teacher reads the text gradually, and students fill in the blanks according to their version. Each time they move on to the next version, students fold the previous paper to prevent peeking at their answers.

8. Perfect Dictation

After the text has been corrected, the students listen to it again while looking at their correction results to understand the mistakes that have been made. Dictation should be read again so

that students do not repeat the same mistakes. After that, the text is corrected again, and the dictation is repeated the next day.

With this repetition, students tend to memorize the text and can write it correctly. The goal of this method is gradual learning through correction and repetition until students produce perfect writing.

9. Zero-Error Dictation

This dictation is similar to dictogloss, but the text is read by the teacher one sentence at a time, rather than all at once. After each sentence, students may ask questions if there is something they do not understand.

The goal is to produce an accurate text without errors. This process encourages students to actively express their understanding of the language and collaborate to solve language problems. The difference is that the students themselves initiate the discussion about language forms, not the teacher.

10. Sentence Dictation

The teacher reads a sentence, and the students write it down. After finishing writing one sentence, it is immediately checked and corrected before moving on to the next sentence. The correction can be done by the teacher or by a student who writes it on the board, then other students check their writing.

11. Unexploded Dictation

In this dictation, the teacher records text at a natural speaking speed, without pauses like in traditional dictation. The recording is then sent to the students' phones. Students are asked to transcribe the text themselves by replaying the recording and using pauses as needed until their transcription is correct. There are applications like YouTube that allow students to slow down the audio speed without changing the pitch, making it easier for them to understand and transcribe text that was initially too fast.

c. Procedure of Dictation

Based on the statement of the English teacher of XI grade of Mas Al-Falah Padang, it was mentioned that the XI grade students of Mas Al-Falah are at the listening for detail level. According to the explanation of the listening procedure, several indicators are assessed in listening comprehension based on (Rost, 2011), such as phonology, vocabulary, and grammar.

Therefore, the researcher used dictation as the appropriate instrument to assess students' listening skills at this level, since dictation requires learners to carefully listen and accurately reproduce the details they hear.

To assess the students' listening skills at the level of listening for detail, the researcher designed a blueprint based on Rost's indicators. Dictation was chosen as the instrument because it

requires students to carefully listen and reproduce the spoken text accurately, making it suitable for measuring detailed comprehension. To evaluate the students' performance objectively, three aspects were emphasized in the assessment rubric. (see Appendix 2).

According to Setiadi (1967) There are several procedures in testing listening by using dictation, such as:

1. The teacher reads the same text three times to guide students through a structured listening and writing activity.
2. During the first reading, which is delivered at a normal speaking pace, students are instructed to listen attentively without attempting to write. This helps them understand the overall meaning and flow of the text.
3. In the second reading, the teacher slows down the pace, allowing students to write down the text as they hear it.
4. Finally, in the third reading, the teacher returns to a normal speed, and students are allowed to review and correct their written work based on what they hear.

This method supports the development of listening comprehension, transcription accuracy, and self-correction skills in language learning.

B. Relevant Studies

Here is a detailed summary of five relevant studies relevant to the topic entitled “*An Analysis of Students’ Listening Skills through Dictation Activities*”.

1. The Research by Intan Nurjannah Nasution (2017) entitled “*The Implementation of Dictation Technique to Increase Students' Listening Skill*”. This study aims to increase the listening skills of tenth-grade students at SMK 1 Al-Fattah Medan through dictation techniques. The study employed the Classroom Action Research (CAR) method, consisting of two cycles, with data collection techniques including pre-tests and post-tests, observations, interviews, and documentation. The results of the study showed that the dictation technique increased students' average scores, with all students achieving scores above 70 at the end of the cycle. The difference between these studies lies in the research focus. Intan Nurjannah's research was a quantitative and qualitative method (mixed method), aiming to improve scores in classroom activities, while my research used a quantitative and qualitative approach, but this research focuses on measuring students' listening skills, mistakes, and difficulties in listening skills using dictation techniques. The similarity between this study and the research examined is the use of dictation as the primary technique for assessing or improving students' abilities.

2. Research conducted by A. Syakur (2020) entitled “*Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Dictation Techniques*”. This study aims to improve junior high school students' listening comprehension through dictation techniques. Using a pretest-posttest approach, the researcher involved eighth-grade students and integrated intensive dictation exercises. The results showed a significant improvement in students' listening skills, with the note that consistent and structured practice can strengthen both listening accuracy and writing skills simultaneously. The difference between these studies lies in their objectives and approaches. A. Syakur's study focuses more on improving listening skills through repeated actions. Meanwhile, my study analyzes students' listening skills based on the dictation rubric score and the difficulties they encounter using the dictation technique. The similarity between these studies is the use of the dictation technique to evaluate students' listening skills and a shared focus on listening learning.
3. The research conducted by Rania Andini Azizah (2021) entitled “*Students' Ability in Listening Comprehension of Sentence Dictation*” aims to analyze students' ability to understand spoken sentences through dictation activities. Using a qualitative descriptive approach, data were collected through a dictation test consisting of 25 sentences and conducted online. The results of the study showed that although students are able to understand most of the sentence content, they still experience

difficulties in forming words or phrases correctly during listening activities. The difference between these studies lies in the methodology and classes studied, and the media used. Rania's study used online media (Google Meet) to dictate and collect students' answers. The similarity between these studies is that they focus on measuring students' listening skills through dictation techniques.

4. Research conducted by Pisca & Erlinawati (2024) entitled "*Engaging Students' Listening Skill by Using Running Dictation*" is a qualitative descriptive approach. The research aims to explore how running dictation activities can improve the listening skills of ninth-grade students at Amal Bakti Junior High School. Through data collection techniques such as interviews, observations, and documentation, this study found that running dictation, used as a measure of listening skills, can increase students' active engagement in the learning process. These findings indicate that running dictation is an effective and engaging method for developing listening skills in the context of English language learning at the junior high school level. The difference between these studies lies in their methodology, focus, and objectives. Prisca's study focuses on student engagement in listening learning through running dictation. Meanwhile, this study used quantitative and qualitative methods and focused on analyzing students' listening skills through dictation activities. The similarity between this study is that both use a descriptive qualitative approach to analyze students' listening skills.

5. The study conducted by Deon et al. (2025) entitled “*The Use of the Dictation Strategy to Improve the Listening Skill of the Tenth-Grade Students at SMAS Santo Gabriel Maumere*”. The research aims to explore the effectiveness of the dictation strategy in improving the listening skills of tenth-grade students. The data was collected through observation, interviews, and pretest and post-test results of students' listening skills. The findings revealed that the consistent implementation of dictation activities effectively improved students' accuracy in listening and transcribing heard information, while also enhancing their ability to understand language structure and maintain concentration during listening tasks. The difference between these studies lies in the methodological approach. Deon Fua's study used classroom action research with two cycles, while this study used a quantitative and qualitative approach with a focus on analyzing students' mistakes and difficulties when participating in dictation activities. The main similarity between these studies is their research focus, which is to examine high school students' listening skills through the use of dictation activities.

C. Conceptual Framework

