

**IMPROVING THE STUDENTS' ENGLISH LISTENING
ACHIEVEMENT THROUGH DICTATION AS AN
INSTRUCTIONAL DEVICE AT SMP NEGERI 1 MAKASSAR**

***PENINGKATAN KEMAMPUAN MENDENGAR SISWA MELALUI
DIKTE SEBAGAI ALAT INSTRUKSI PADA SMP NEGERI 1
MAKASSAR***

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**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2015**

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Thesis

As a Part of the Requirements for Master Degree

Study Program of
Language Education
Concentration of English Education

Written and Submitted by

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to

**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2015**

ABSTRACT

Tenri Ugi. *Improving The Students' English Listening Achievement Through Dictation As An Instructional Device at SMP Negeri 1 Makassar.* (Supervised by Haryanto and Arifuddin Hamra)

This research aims to find out whether the use dictation through instructional device can improve students' English listening achievement.

This research employed quasi-experimental method which consisted of two groups namely experimental and control group. Each group consisted of 32 students. The sample was chosen by applying cluster random sampling technique. The instruments of this research were listening test and questionnaire.

The data of this research was collected through pre-test and post-test. Pre-test was applied to find out the students' ability before and after treatment. In conducting of this research, the researcher applied dictation as an instructional device. The result of data analysis on pre-test and post-test shows that T-test result is 13.03 and T-table is 2.00 which indicated the students' improvement.

Based on the result of research, it can be concluded that the use of dictation can improve students' listening achievement.

Key Words: Achievement, Listening, Dictation, Instruction.

ABSTRAK

Tenri Ugi Irianto. *Peningkatan Kemampuan mendengar siswa melalui dikte sebagai alat instruksi pada SMP Negeri 1 Makassar.* (Dibimbing oleh Haryanto dan Arifuddin Hamra).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan melalui dikte dengan cara mengintruksikan via speaker ke siswa dapat meningkatkan kemampuan mendengarkan siswa.

Penelitian ini menggunakan metode quasi experimental dengan dua kelompok experiment dan control. Masing-masing grup terdiri atas 32 siswa, sampel tersebut dipilih dengan menggunakan teknik kluster sampel. Instrument penelitian menggunakan test listening dan kuesioner.

Teknik pengumpulan data melalui pre-test dan post-test. Pre-test diberikan untuk mengukur kemampuan awal pada skill listening sebelum diberikan treatment, penulis memberikan post-test. Variabel yang digunakan dalam penelitian ini yaitu dictation as instructional device. Sementara dependent variabel adalah listening skill. Dari hasil analisis data pada kemampuan literal siswa pada pre-test dan post test menunjukkan nilai T-test 13.03 adalah dan nilai T-table 2.00, berarti menunjukkan bahwa literal siswa meningkat.

Berdasarkan dari hasil analisis tersebut, maka dapat disimpulkan bahwa penggunaan dikte dalam listening test dapat meningkatkan kemampuan mendengar siswa.

Kata Kunci : Kemampuan, Mendengar, Dikte, Instruksi.

ACKNOWLEDGEMENT

Alhamdulillahirabbilalamin first of all, the researcher would like to praise for Allah SWT, Lord of the world. Peace and blessing be on the messenger of Allah the Almighty for the blessings leading to the completion of this thesis. The researcher would like to express her sincere thanks and appreciation to :

My first thankful to Prof. Dr. H. Haryanto, M.Pd., as the first supervisor and Prof. Dr. Arifuddin Hamra, M.S. Ed., as the second supervisor for their patience in providing continuous and careful available guidance, advice as well as encouragement, indispensable helpful corrections, and suggestions so that the researcher was finally able to finish this thesis.

All lectures of English Education of State University of Makassar, for having given knowledge during my study.

My lovely parents, daddy Ir. H. Irianto, MT., and mom Fatmawati, My lovely sister and brothers : Puji Irianto, Irfan Irianto, Risaldi Irianto, Fatahillah Irianto, and Anugrah Irianto, for always giving their love, prayer and support for finishing my study.

My thanks also go to headmaster, the English teachers and the second grade students of SMP Negeri 1 Makassar, and all of the teachers and staff, for their cooperation and kindly helps given to me in doing this research.

All my friends at State University of Makassar, especially the students of Executive Class 2013 : Walisda, Nilam, Asbar, Lela, May Allah bless them always.

All my officemates at PT. Makassar Jaya Samudera, Harun Gemilang, ST., Edward, SE., Joko Susilo, SE., Mildawati, SE., Novitasari, SE., Dilan, Ira, Asdar, and Tajuddin, many thanks for the support.

Finally, the writer realized that this thesis is still far from being perfect. Therefore suggestions and corrections for improvement of this thesis are welcomed.

May Allah SWT always be with us and give power or guidance in our life.
Amin.

Makassar,

2015

Tenri Ugi Irianto

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CHAPTER I

INTRODUCTION

A. Background

We are aware that English as a foreign language is a difficult subject for Indonesian students to learn, because the language has a lot of rules which are different from our language Bahasa Indonesia (Indonesian). For example, pronunciation of most English words are not spelled the way are pronounced, while in Indonesian language the student will never find any difficulty in pronouncing or writing down Indonesian words because it correspondences between sounds (phonic) and letters (graphic symbol). The grammatical rules, such as adding an –s ending to pluralize a noun of English words never occur in Indonesian students unable to comprehend easily the language being learned. They have to be trained both in written and oral exercise.

Mastering English involves the four integrated-skills such as reading, listening, writing, speaking, and reading. Listening is still assumed as difficult skill to study. It's not easier to understand meaning is conveyed by directly listening from native speaker or even non-native speaker than understanding meaning through reading a text. No one can understand clearly how listening process happens or how to learn to listen or understand it at once. It seems easy if it is done by listening our own language that is spoken in daily conversation.

Listening is an activity that is done by paying attention and trying to catch the meaning of what we have listened. In order that listener can listen well a spoken language, we should understand intention of conversation by using certain words in a certain time and not simply understand the words. What message is conveyed by speakers are only some parts of conversation they speak, hence listener should be able to identify and interpret other influenced factors in conveying a message.

When listening comprehension was taught in the class, students seemed still face difficulties in listening auto media. It could be seen from the students' score in listening comprehension was still low than the teacher expected. When teacher asked them which factors may hinder them, generally students stated that the rate of conversation was fast enough, the way of speakers spoke was not so clear and students are not familiar with listening. In fact, when they read the text directly, they knew some or they were able to interpret the texts. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication.

Based on observation with English teacher of SMPN 1 Makassar, Mr. Hamzah Junaidin, he gave information that, students still found difficulties in English Listening. So far, the teacher only gave a text and students were asked for answering the question based on information they listened to recording. As a result of this activity, some of students seem difficult to answer the questions because the rate of conversation is fast enough, the speaker speaks unclearly. They accustom by their teachers method, listening on recording and answering the question. This activity

caused them be passive and reluctant to correct their errors and mistakes. Students seem to be bored because the record material was given since they were at elementary school and they want something new and different. It is shown by their report which indicated that the students had low ability to listen. Most of them got less 68. Media, technique or method used by teacher in the classroom teaching is often assumed as the factor that causes the students' listening problem in that school.

Concerning to the problem above, it suggests to the teacher to choose the suitable method based on the problems that they found in their teaching. To fulfill these needs the teachers have to get right material and right technique that suitable on the students' level.

There are many ways to measure the students' ability in English. Such as reading, writing, etc. In this study, the researcher would like to measure the student's listening achievement by using dictation. Using dictation as an instructional device of listening is effective since dictation can check the students' proficiency through their listening skill.

One way to improve students' listening skill is through dictation. Sawyer and Silver (in Rahimi, 2008:2) believe that dictation is primarily a learning exercise and only secondarily a testing device. They assert that learner learned to listen, to concentrate, to write down from dictation; he has become familiar with the teacher's particular voice quality; but these abilities are also part of listening language. In acquiring them he has learned some part of his second language.

The situation which brings a foreign language to life in the classroom is

provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print and not least by certain content and games. In these the language is linked with action and is no longer a disembodied thing. (Lee, 1986:2).

Based on the problem above, use dictation as an instructional device is effective since the test can check the students' proficiency in recognizing most of the aspects of English through their listening skill. Therefore, the reasons to developing the students' skill in listening skill through dictation are an inseparable part class activity since the students' need it as supporting activity and closely related to listening activity.

By considering the problem, the researcher interested to conduct a research under the title: Improving the students' English listening achievement through dictation as an instructional device at SMP Negeri 1 Makassar.

B. Problem Statement

Dealing with the background above, the problems statement of the research are formulated as follow:

1. Does the use of dictation improve listening comprehension at the VIII grade of VIII A and VIII J SMPN 1 Makassar in academic year 2014/2015?
2. What are the students' motivations toward the use of dictation by the teacher of SMPN 1 Makassar in teaching listening comprehension?

C. Objective of the Research

The objective of the research is to find out whether or not using dictation can improve students' listening comprehension at SMP Negeri 1 Makassar and students' motivation toward the use of dictation by the teacher in teaching listening comprehension.

D. Significance of the Research

Based on the objectives of the study, the writer hope that research of analysis were help English teachers in assessing listening through a practical way such as dictation and motivate the students in listening activity, for the method of evaluation through dictation as an instructional device of listening is presumably easy to follow.

E. Scope of the Research

The aim of this research result is to determine students' motivation to dictation as a language tool. The intended outcome of the result is to draw conclusions on the benefits of using dictation as a teaching/learning tool.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Studies

Davis and Rinvoluceri (1988: 122) found out that dictation can be very useful as a test by which to ascertain the pupil's progress in spelling, punctuation and pronunciation. They further stated that dictation is an activity which is suitable for a wide range of levels and ages, example texts for many activities, opportunities for students to create their own texts, and a variety of suggested correction techniques. Moreover, it normally turns out that in any average group of European teachers more than half do use dictation either regularly or from time to time in their teaching. According to them, dictation is an exercise which draws on the personal experience, attitudes and opinions of both teachers and students.

Melawanti (2007:153) conducted a research at the fifth grade of SD Negeri Wonorejo 01 Karanganyar Demak found that dictation as a testing technique can be used to measure listening mastery of the fifth grade students of elementary school.

Kuo (2007:13) in his research entitled "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners 'Listening Comprehension'" found that partial dictation effectively improved students' Listening Comprehension". She conducted a research to an intermediate-level class of 31 Taiwanese EFL university students. She further stated that a majority of students perceived that

partial dictation effectively boosted their English listening comprehension.

Based on previous findings, the researcher concludes this research is related to all the research especially in aspects of improving listening skill. But the researcher will use a different technique by combining dictation and running to improve students listening skill.

B. Some Pertinent Ideas

1. Listening Comprehension

a. Teaching Listening strategies

According to Steven Brown in Teaching Listening strategies (2006:5) two themes will wind through listening strategies. The first is the necessity of supporting students' learning. Listening is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research.

1) Activation of prior knowledge for improved listening comprehension.

One very important idea for listening strategy is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. This idea of prior knowledge is one part of the cognitive model of language processing. The model says that when people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences; we know certain things about certain topics and

situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time.

- 2) Systematic presentation of listening for main ideas, listening for details, and listening to make inferences.

Systematically presenting (1) listening for main ideas, (2) listening for details, and (3) listening and to make inferences helps students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is form strategy training. Strategies are clearly way to ease the burden of listening and should be taught. However, the problem with a lot of strategy training is that there so many strategies. There are literally books full of them. One approach is to choose a select number of strategies and to teach them repeatedly. The idea of knowing the purpose of listening is a very first strategy to teach because it helps students organize and reflect on their learning. (Mally and Chamot, 1990).

If students know why they are listening, they are more focused. Think back to the statement that the human mind is limited in its ability to process information. Teachers can help students understand what they are hearing if we activate their prior knowledge, teach them (or remind them of) of the words that are useful for the listening task, and tell them the purpose of their listening. All of these things lessen the considerable demands that listening comprehension makes on students. That's not

the whole story of listening, of course. The next section will take up crucial matters of culture and motivation.

- 3) Stimulating integration of real-world cultural information for students to know and share.

Teaching students about something other than the language they are learning is a logical outcome of the idea of communicative language teaching (CLT) because one of the principles of CLT is the presentation and practice meaningful language in a context. When we teach materials in a context, we move beyond language as a set of example sentences to language as it is situated in the world.

- 4) Presentation of extensive listening tasks leading to personalized speaking.

When we think of listening textbooks and classes, we have a tendency to think of students listening to a recording and doing a task. They overhear other people talk and then react to that conversation. This sort of task is important because it allows teachers to isolate student responses and thereby gauge the progress the students are making on listening skills. Course that focus exclusively on listening skill can be quite effective, and some programs have a curriculum that necessitates a class devoted solely to listening. Other programs pair listening and speaking. That is also appropriate because much of the time when we use language naturally, we pair listening and speaking. We are sometimes the listener and sometimes the speaker. If time allows, it is natural in listening courses to give students a chance to practice listening to other students as well as to an audio recording. This mean teachers may wish to have students spend some time speaking to each other.

b. Definition of Listening Comprehension

Until recently, listening comprehension attracted little attention in terms of both theory and practice. While the other three language skills (i.e., reading, writing, and speaking) receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis and without help (Mendelsohn, 1994; Oxford, 1993). In the Audio lingual method, it is believed that if students listen to the target language all day, they will improve their listening comprehension skill through the experience. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposing students to the spoken language provides adequate instruction in listening comprehension.

Anderson and Lynch (2000) define the listening process as “the process of receiving, attending to and assigning meaning to aural stimuli”. The receiving and attending to is also called speech perception and refers to the processes of distinguishing phonemes, constructing these into words, recognizing the features of stress and intonation and combining this information to construct the syntax. This is also known as bottom-up processing. Assigning meaning to decoded stimuli is referred to as top-down processing, and involves assigning communicative meaning to the decoded utterances based upon previous knowledge. Top-down processing may also help in filling in gaps in understanding created by recording failures.

There might be myriads of techniques for improving listening comprehension ability. One of the techniques for enhancing listening comprehension that is recommended by many scholars about teaching EFL in general and teaching listening comprehension in particular is dictation with a variety of alternative techniques such as partial dictation (Gilbert, 1996; Roost, 1991).

Since the listener must understand the message as it is presented, effective listening requires the ability to reorganize and remember what is presented. Listening then involves giving conscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended (Cohen, 1990: 113).

Listening comprehension is a "complex and multidimensional process" (Buck, 2001: 51) in which listeners need to use their phonological knowledge, syntactic knowledge, semantic knowledge, pragmatic knowledge, and kinetic knowledge to comprehend an aural input. A number of factors are involved which collectively determine how successfully a listener understands a listening passage. Hoven (1999) added that other factors such as listeners' interaction with the text, the interlocutor, and the process also influenced listening comprehension. In addition, Rubin (1994) reviewed past related studies and provided a comprehensive description of the factors that are likely to have impact on listening comprehension. He categorized these factors into text characteristics, interlocutor characteristics, task characteristics, listener characteristics, and process

characteristics. Since listening comprehension is rather complex, many researchers have been attempting to break down this concept and describe it with sub-skills. This checklist demonstrates the complexity and multi-dimension of listening comprehension. To deal with listening tasks, two directions of processing are usually called upon.

c. Model and theories

Some of the models of listening comprehension are:

- 1) The Intake Model (Richards, 1986:86). According to this model, the human brain not only takes in information but also stores, locates and organises it. It further facilitates operations and decisions and generates responses to the information (Lerner, 1997:77). Even if input is understood by the listener, it may not be processed by his/her internal mechanisms. Comprehensible input is not a sufficient condition for learning, since learning can only take place when input becomes intake (Ellis, 1985:159). It can be assumed that the effective use of discourse markers which help in structuring the academic lecture could enable students to follow the macro-organisation of the lecture. It may assist them in receiving content information as comprehensible input. This input can be processed as intake available for recall in examination situations.
- 2) The Monitor Model or Input Hypothesis (Krashen, 1985:100). This model states that an important condition for language acquisition to occur is for the listener/reader to understand (via hearing/reading) input language that

contains structures which are *just a bit beyond his* or her current level of competence. As the content information conveyed by the spoken lecture relies on the students' schemata and is also supposed to instruct them, it is assumed that they would be assisted in their comprehension processes if discourse markers indicated the internal coherence of the lecture.

- 3) A model by Sperber and Wilson (1986), adapted by Rost (1990), is based on paradigms used in pragmatics to explain how communication occurs in actual social contexts. Pragmatic models tend to be top-down as they posit that comprehension is goal-driven. The listener activates the probable knowledge base needed to interpret the meaning of the utterances; the listener attends to the utterances selectively, interpreting their propositional meaning through phonological-syntactic lexical analysis; the listener interprets a possible pragmatic meaning of utterances, that is, a plausible intention for the speaker making the utterances in the particular context; the listener further orders the interpreted propositions into a hierarchical representation to be retained in long-term memory. Sperber and Wilson (1986, as cited in Rost, 1990:73) imply that participants in any interaction pay attention only to information which seems to them relevant to their purposes or needs. A central tenet of this model is that the *stages* are overlapping and interdependent.

Listening comprehension of the academic lecture is much more complex than listening comprehension in a social context, since there exists little room for negotiation of meaning. However, many of the above-mentioned stages of listening in

a social context can be recognised in the academic listening situation. Therefore, in the process of selectively listening to utterances, discourse markers may be able to assist the listener in selecting the most probable interpretation of the possible pragmatic meaning of the utterance. In other words, the hierarchical representation that is stored in the long-term memory would be more directly in line with the original structure of the lecture text. I believe that students will be able to recall more exactly what the lecturer conveys should they be conversant with the roles that discourse markers play in the spoken academic lecture.

Van Dijk and Kintsch (1983, as cited in Hansen and Jensen, 1994:243) have developed a model of discourse comprehension in general and for listening in particular. They theorise that the stream of sound is held very briefly in the short-term memory where phoneme recognition and phoneme chunking have begun. It is here that listeners call on their knowledge of syntactic structure to organise the chunks into clauses. These clausal units are matched with information from the long-term memory to elaborate and verify the interpretation of the input.

Van Dijk and Kintsch (1983, as cited in Hansen and Jensen, 1994:244) further state that for comprehension to take place, listeners use two major strategies, namely global and local coherence strategies. Local strategies, which are bottom-up, are used to connect a clause to one preceding it to make sense of the discourse at the sentential level. Global strategies, which are top-down, are used to define the macro-structure of the discourse theme or topic, to recognise the relationship between the major ideas of the discourse and to recognise the overall structure of the discourse.

d. Factors influencing listening

Many factors can be regarded as influential for listening because they may be suspected, on logical grounds, to affect listening or because they are thought to be relevant, based on parallels found in reading research (Rubin, 1994: 199). Some of the factors which influence the ease or difficulty of tasks for the L2 listener are a fusion of the type of language heard, the context in which listening occurs and the task or purpose of listening (Anderson and Lynch, 1988, as cited in Rubin, 1994:443). It seems further that text, interlocutor, task, listener and process characteristics also affect listening comprehension.

e. Current approaches to listening comprehension

Listening is often treated like a “neglected stepchild” and is “an overlooked dimension in language acquisition” (Oxford, 1993:205). Although other language skills often receive direct instructional attention, teachers frequently expect students to develop their listening skills without help. Lerner (1997:365) also sees listening as “an element of the language system that has been neglected by educators.” Flowerdew (1994:11) argues that lecturers at tertiary level often believe that L2 students will not experience any real difficulties with the purely linguistic processing of the material. They falsely assume, however, that students’ poor performances in tests and examinations are related to their problems in assimilating the content information imparted by the lecturer.

Recent cognitive research has provided us with a better understanding of the listening comprehension process. Understanding spoken language is essentially an inferential process (Rost, 2001:111). Many researchers in SLA have paid attention to both top-down processing and bottom-up processing in listening comprehension. Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Bottom-up processing, on the other hand, refers to using the incoming input as the basis for understanding the message. Combinations of top-down processing with bottom-up processing of information from the stimulus itself are used. Linguistic knowledge and world knowledge interact in parallel fashion as listeners create a mental representation of what they have heard (Hulstijn, 2003:103).

Thus, it is generally agreed that top-down and bottom -up processes continuously interact to make sense of spoken input (Vandergrift, 2007:15). For instance, it is possible to understand the meaning of a word before decoding its sound, because we have many different types of knowledge, including knowledge of the world around us. We know what normally happens, and so we have expectations about what we will hear. Moreover, Buck (2001) mentions “while we are listening, we almost always have some hypothesis about what is likely to come next” (p. 3). Significantly, L2 learners, who have limited processing ability with less linguistic knowledge, will depend on their ability to make use of all the available resources to interpret what they hear by top-down processes. Met cognitive knowledge is useful to develop rapid word recognition ability, because the learners make use of context and other compensatory strategies to make sense of the aural form of a word (Vandergrift,

2006). Therefore, it is generally agreed that strategies to use compensatory mechanisms - contextual, visual or paralinguistic information, world knowledge, cultural information and common sense while listening – will determine the degree of listening success (Vandergrift, 2007). Thus, the findings in research on top-down and bottom-up processes have provided listening methodologies called the top-down process approach and bottom-up process approach. For example, according to Richards (2008), a top-down process approach includes exercises that require top-down processing develop the learners' ability to use key words to construct the schema of a discourse, infer the setting for a text and infer the role of the participants and their goals. A bottom-up approach includes exercises that develop bottom-up processing, which helps learners to recognize word and clause divisions, recognize key words and recognize key transitions in a discourse.

In cognitive psychology, however, Anderson (2009) provides another model of language comprehension different from the current framework of the top-down and bottom-up processes. He breaks down the language comprehension process into three stages: perception, parsing and utilization. The first stage involves the perceptual process that encodes the spoken message; the second stage is the parsing stage, in which the words in the message are transformed into a mental representation of the combined meaning of the words. Listeners are involved in the identification of constituent structure or a basic phrase, or unit in a sentence's surface structure. The third stage is the utilization stage, in which listeners use the mental representation of the sentence's meaning. If the sentence is a question, they may answer; if it is an

instruction, they may obey. These three stages are by necessity partly ordered in time; however, they also partly overlap. Listeners can make inferences from the first part of a sentence while they perceive a later part. Although the current framework of top-down and bottom-up processes has helped us to investigate pedagogical approaches to enhance linguistic knowledge and non-linguistic knowledge such as metacognitive knowledge, Anderson's (2009) model might provide us with a different perspective on the listening comprehension process and the listening instruction. Namely, learners' listening comprehension processes might be enhanced by their perception skill, parsing skill and utilization skill, and exercises focusing developing each skill in each stage could enhance their comprehension.

However, more attention has been paid to stress and intonation patterns. In English, the stress and intonation is not indistinct or missing even in very fast speech (Buck, 2001). Listeners use stress and intonation as important cues to comprehend the meaning of text. Speakers stress what they think is important, and the most important words; those that express the core meaning, get additional stress. Also, English intonation patterns are closely related to the structure and meaning of the text (Buck, 2001). For example, intonation indicates clausal boundaries, questions, and when it is appropriate for the listeners to respond. The intonation pattern might be relevant to the identification of the constituent structure or a basic phrase or unit in a sentence's surface structure in the parsing stage in Anderson's (2009) model. And also, Conversation Analysis research supports those linguistic findings; native English listeners use intonation as a resource to project the possible completion of a turn-

constructional unit (Wong & Waring, 2010). This seems relevant to the utilization stage in Anderson's (2009) model.

The importance of grammar knowledge for listening has been less explored, although there is a range of research arguing that there may be a strong relation between grammar and reading (Grabe, 2004). In cognitive psychology, Anderson (2009) asserts that knowledge of the structure of English allows us to grasp the meaning of a sentence in the comprehension process. However, Mecarty (2000) states that grammatical knowledge does not contribute significantly to either listening or reading comprehension but vocabulary knowledge plays the important role in L2 listening comprehension ability. Van Patten (1990) revealed that learners, in particular early stage learners, have difficulty in attending to both form and content in listening. As Field (2008) concluded that function words were not paid attention to when people listen, it seems reasonable to argue that since function words were more relevant to grammar knowledge while content words were more relevant to lexical meaning. It might be impossible to divide into lexical knowledge and grammar knowledge since listeners might combine both syntactic and semantic cues in interpreting the sentence. These findings in recent linguistic research make it clear that vocabulary knowledge is an important predictor for listening comprehension; listeners are likely to pay attention to content words, stress and intonation rather than function words and grammar in bottom-up processing. However, there is less research about grammar, syntax cues or constituent structure. It seems significant to investigate how linguistic knowledge plays a role as a listener's cue in listening

comprehension. Findings in conversation analysis research might be helpful for further investigation.

f. Affective motivation on listening comprehension

Alongside cognitive and linguistic factors, affective factors also significantly influence listening comprehension. Many researchers have revealed that affective variables play a large role in the learners' performance. As analysed by Buck (2001), there are numerous difficulties to be encountered in listening comprehension tasks, such as unknown vocabulary, unfamiliar topics, fast speech rates, and unfamiliar accents (Chang & Read, 2008).

Elkhafaifi's (2005:103) study examined the effect of general foreign language learning anxiety on students' achievement in an Arabic course and of listening anxiety on students' listening comprehension. The result indicates that foreign language learning anxiety and listening anxiety are separate but related phenomena that both correlated negatively with achievement. The study suggested that reducing student anxiety and providing a less stressful classroom environment might help students improve both their listening comprehension proficiency as well as their overall course performance. Thus, the listening process is easily disrupted by anxiety and separately, listening tasks themselves may cause listening anxiety.

Noro (2006:106) clarifies the nature of listening anxiety by the qualitative analysis of the data obtained both by questionnaire and oral interviews with Japanese college students. He finds the main sources of listening difficulties are rate of speech, vocabulary and pronunciation. Coping strategies in response to listening difficulties

include asking for help, guessing, grasping the outline and changing attitudes to pay attention to the next word or phrase or not to worry too much. Affective reactions in the face of the listening difficulties are irritation, lack of concentration, aversion, sense of resignation and loss of self-confidence. Thus, L2 learners must clearly realize the listening anxiety which comes from listening difficulty in speech recognition and the need to use coping strategies.

Motivation is another important affective issue in research because listening is an active process, requiring both conscious attention and involvement (Rost, 2001:111). There is some evidence for a positive relationship between motivation, use of met cognitive strategies and listening success (Vandergrift, 2005). Students who indicated high levels of motivation appeared to engage in listening behaviors that were more met cognitive in nature. “Motivation and met cognition appear to be elements that are part of clusters of variables contributing to variance in L2 listening” (Vandergrift, 2007, p. 196). Kemp’s (2010) study about motivating autonomous learning showed how keeping a listening log motivated learners to engage with and reflect on their experiences as potential learning situations. Listening to what learners want to listen to and want to try to comprehend might motivate them to listen with more met cognitive strategies and to keep on learning. He pointed out keeping a listening log enables learners to notice their language development enhanced by developing schemata, met cognitive awareness, motivation and involvement in understanding.

2. The Concept Of Dictation

a. Definition of Dictation

Dictation is described as a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as possible (Richards and Platt, 1992:90). Dictation is used as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory. Dictation has been thoroughly examined as a language proficiency test (Oller and Streiff, 1975:89). As a teaching technique, it helps language learning by making learners focus on phrase- and clause- level constructions. This focusing is accuracy-based. Dictation means the act or process of dictating material another for transcription and the material to dictate (Collins English Dictionary, 2003: 52). Dictation has been a feature of language classroom for hundreds of years. In this final project I will give a clear picture of dictation. It offers the definition of dictation, characteristics of dictation and types of dictation. Dictation is a widely researched genre of assessing listening comprehension. Dictation is useful when well integrated with the learning activities. It is a teaching technique which has proved extremely effective at all levels of instruction. It ensure 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. Several

experts gave their statements about dictations that are very useful for teachers.

For example Oller (2001:79) stated that, “as an integrative test, dictation has to meet the naturalness requirements”:

- 1) The sequences of words or phrases to be dictated are selected from normal prose, or dialogue, or some other natural form of discourse or perhaps the sequences are carefully contrived to mirror normal as in well written function.
- 2) The material is presented orally that are long enough to challenge the short term memory of the learners. Based on those two naturalness requirements, it is important to teachers to make some preparation when they are going to give a dictation test to their students. Firstly, they have to select suitable materials to be dictated. Secondly, they have to select suitable procedures to be used in giving the dictation.
- 3) Partial dictation. In partial dictation a passage with some deletions is given to the testees, but read in complete form. The testees are required to fill in the deleted parts as they hear the passage. Partial dictation is, in fact, an activity between cloze and dictation tasks. It is similar to dictation in that the passage is read to the testee. However, it is different from dictation in that the testee is provided with an incomplete form of the passage. Furthermore, it is similar to close in that the testee should fill in the blanks. It is, however, different from close in that the deleted parts are given to the testees through reading the passage (Farhadi, Jafarpur and Birjandi, 1994). In partial dictation, the portions of the text that are missing in the printed version are the criterion parts where the examinees

simultaneously and exactly write what is heard (Oller, 1979).

In another study, Chun (2010) worked on *Developing Intensive Listening Skills: A Case Study of the Long-Term Dictation Tasks Using Rapid Speech*. This study investigated the effects of dictation of rapid speech on developing listening skills and the impact dictation had on students' listening/speaking ability. Fifty undergraduate TESL program students participated in the research. They were given the opportunity to practice listening through dictation (listening cloze) for the AP news segments twice a week for a period of twelve weeks. They achieved significant gains in terms of the TOEFL and dictation scores through dictation practice. In addition, three questionnaires completed by the students shed light on how dictation helped them improve listening and speaking skills.

b. Characteristic of dictation

Dictation provides activities suitable for a wide range of levels and ages, examples texts for many activities opportunities for students to create their own texts, and a variety of suggested correction techniques. Moreover, it “normally turns out that in any average group of European teachers more than half *do* use dictation either regularly or from time to time in their teaching. Dictation serves the teacher and the students efficiently. It has several characteristics:

Dictation can be used with a class of any size. When the dictation is given, all of the students are working, even in a very large class.

Dictation ensures attentive listening. When the students are doing a dictation, their attention will totally be focused on the exercises.

Dictation gives the students a chance to get practice in the sort of note taking that many courses require. This is a very important part of the students' needs in using language.

c. Types of Dictation

1. According to Michael (2002: 201-206)

As a testing technique, dictation may be given in various types. There are several types of dictation. This is the best known type of dictation.

- a) Standard dictation. This is the best known type of dictation. It requires the examinee to write verbal sequences of material as spoken by an examiner or played back from a recording.
- b) Partial dictation. This is similar to standard dictation, except that the examinees are given a written version of the text (along with the spoken version) in which the written has certain portions left out. The examinees must listen to the spoken material and fill in the blanks in the written version.
- c) Dictation with competing noise. This type of dictation can also be called noise dictation. The addition of noise in the process of dictation is intended to imitate a natural condition.
- d) Dictation/composition or dicto-comp. In this type of dictation, the examinees are instructed to listen a text, one or more times while it is presented either live or on tape at conversational rate. Then they are asked to write from memory what they have heard.
- e) Elicited imitation. This is similar to dictation in terms of the material

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

2. According to Moody (2001: 137-144)
 - a) Fast speed dictation. The teacher reads a passage at natural speed, with assimilation, etc. the students can ask for multiple repetitions of any part of the passage, but the teacher will not slow down her articulation of the phrase being repeated. This activity focuses students' attention on features of fast speech.
 - b) Pause and paraphrase. The teacher reads a passage and pauses periodically for the students to write paraphrase not the exact words used. This activity focuses students on vocabulary flexibility, saying things in different ways, and in focusing on meaning as they listen.
 - c) Listening cloze. The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen. This activity allows students focus on particular language features.
 - d) Error identification. The teacher provides a fully transcribed passage, but with several errors. The students listen and identify the errors. This activity focuses attention on detail by grammatical or semantic.
 - e) Jigsaw dictation. Student's works in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to

complete the passage. This activity encourages negotiation of meaning.

Additionally, dictation activities where students compare their versions of the text to the original can increase their ability to notice aspects of language which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person's.

d. Dictation instructional

Dictation has always been a rather controversial activity in the language classroom. In spite of its limitations, dictation is still in favour as a teaching device at some stages of language teaching. However, dictation gives badly needed practice in listening comprehension (Myint, 2000: 23). According to Montalvan (2001: 152), there are at least 20 advantages of dictation, and the most important are:

- 1) Dictation can help develop all four language skills in an integrated way.
- 2) It can help learn grammar.
- 3) It helps to develop short-term memory.
- 4) Practice in careful listening to a speaker will be useful to learners in the future in the note taking activities, for instance, listening to lectures.
- 5) Dictation fosters unconscious thinking in the new language.
- 6) Correction can be done by the students – peer correction of written dictation is not widely used in teaching English mainly because some language practitioners consider it teacher – centred and old - fashioned.

Lighfoot (2004: 23) says that dictation exercises are very important, particularly for developing the children's awareness of phonic sounds, and contrary to

the popular view of dictation, it can be a lot of fun. We can dictate sounds for the students to write in pictures, bingo birds and treasure maps, and the students can choose which squares to write the sounds in and get points if they choose certain squares. The students can also have worksheet with sounds or words on them, and do activities such as listening to dictated sounds or words, choosing the correct ones on their worksheets. Lightfoot continued that there are several reasons why dictation activities work well in the classroom. From the teacher's point of view, dictation:

- 1) Can be done with any level, depending on the text used
- 2) Can be graded for a multi-level class

For students, dictation:

- a) Can focus on both accuracy (form) as well as meaning
- b) Can develop all four skills (listening, speaking, reading, and writing) can be develop if the students do the dictating rather than the teacher.
- c) Give students the opportunity to notice features of pronouncing such as weak forms, linking and elision.

In fact, dictation can be used to decrease preparation time for other activities, such as:

- a) Instead of spending hours making cut-up activities such as matching vocabulary and their definitions, why not give the students blanks slips of paper and dictate the necessary information to them. This also gives the students more listening and writing/spelling practice.
- b) Additionally, dictation activities where students compare their versions of the text to the original can increase their ability to notice aspects of language which are

sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person's, etc; the comparison also helps students to become better at identifying errors in their own written work. Mansyursyah (2002: 52) claim that dictation contains a wealth of new techniques to extend the traditional language-learning activity of dictation. The activities range from the traditional focus on spelling and punctuation problems to exercises that emphasize personal attitudes and opinions of both teachers and students. Dictation provides activities suitable for a wide range of levels and ages, example texts for many activities, opportunities for students to create their own texts, and a variety of suggested correction techniques.

Selective listening tasks encourage learners to approach genuine spoken texts by adopting a strategy of focusing of specific information rather than trying to understand and recall everything. Reconstruction of the spoken material based on selective listening tasks can help students link selective listening to global listening. But, interactive listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development.

So before listening, students' should be 'turned in' so that they what to expect, both in general and for special tasks. Pre-listening work can be done in a variety of ways and occurs naturally when listening is part of an integrated skill course, and a listening task is linked to a previous content-based activity. Of any

these activities, one or combination of them will serve to activate students' knowledge and vocabulary to listen fluently.

e. Descriptive of activity type

Activities in four listening sub skill categories are considered recognized vocabulary, discovering paraphrases, predicting discourse and transcribing (taking dictation). Although the focus is on listening comprehension, other language skills are involved to some degree in all activities. Not listed in any particular pedagogical sequence, it must be emphasized that the following are essentially still only ideas for exercise types that we might want to incorporate into the above-mentioned author's "tool kit", the finished, working templates remain to be produced.

C. Vocabulary Recognition

In this category, the basic objective of the exercise is to listen for and identify a series of targeted terms or expressions, equivalents or synonyms which are listed on the screen.

D. Discovering Paraphrases

Activities in this category are somewhat related to skimming tasks in reading, where the objective is to recognize main ideas or topics in the text. In the case of listening, the targeted ideas or topics are those portions of a broadcast whose target-language paraphrases appear on the screen.

E. Predicting Discourse

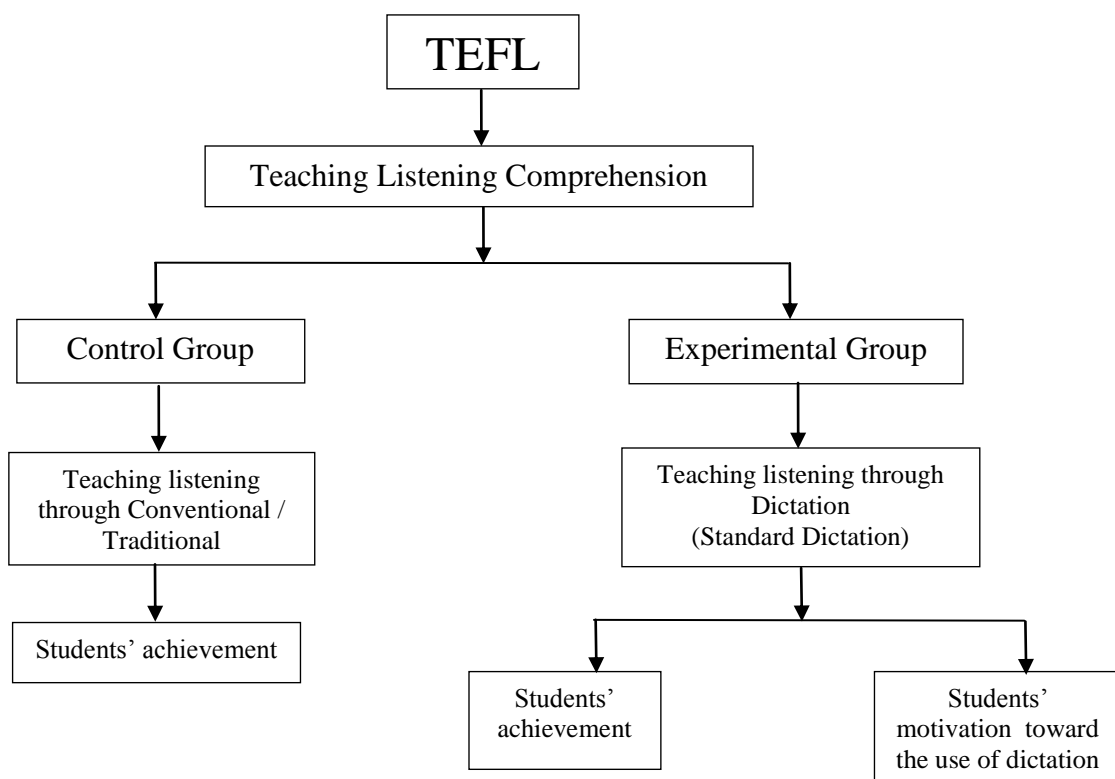
As lead in, the student hears a segment extracted from a broadcast, but which contains enough cues to enable the student to decide which of two possible continuations of approximately the same length was most likely used by the speaker at the point. But continuations are then played and to reduce memory load, shown on the screen. If the student selects the incorrect one, the actual contiguous segments are played. The last broadcast segment then serves as a lead in for the next step, and these are thus successively chained, until a significant portion of the broadcast has been heard. The activity concludes with a replay of the entire passage, also displayed on the screen. Naturally, the characteristic of the text will to a great extent, dictate the suitability and success of this exercise type.

F. Conceptual Framework

This research refers to listening dictation by using some tasks. It refers to material that is dictation essay. Supply-type tests are short answer and completion. Before the process in the classroom, the students' pay their attention to the researcher explanation and guidance. The students are ready to listen. It refers to the activities during teaching and learning process. Listen carefully and fill the blank and can ask for multiple repetitions of any part of the passage while they choose a correct answer of multiple choice. The students more identify and discover main ideas in the text. The students' improve in listening comprehension. The students check their work and try to analyse the statement is that true or false according to the material. The last,

give the students' questionnaire. Questionnaire is used to know the students responses toward the use of dictation by the teacher of SMPN 1 Makassar in teaching listening comprehension.

The theoretical framework underlying this research is presented in the following diagram.



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the researcher used the quasi-experimental design with two groups pre-test and post-test. It used two groups, one receives treatment (dictation method) and the other groups receives non dictation or what we so called the conventional one (one way center method). Both groups are given pre-test and post-test. The pre-test is done to find out the prior knowledge of students while post-test is done to find out the influence of using Dictation in teaching English listening. This schematic of the representation of the design written as follows:

EG	O1	X	O2
CG	O1	Y	O2

Figure 3.1 Research design (adapted from Gay, 2006:258)

Where:

EG = experimental group

CG = control group

O1 = pre test

O2 = post test

X = treatment with dictation

Y = treatment with conventional method

B. The Research Variables and Operational Definition

1. Variables

This research consists of two variables, namely dependent variable and independent variable. The variables are defined as follows:

- a. Independent variable is dictation as an instructional device.
- b. Dependent variable is the students' listening achievement.

2. Operational definition

- a. Student's achievement: A thing done successfully, typically by effort, courage, or skill for a person who is studying at a school or college.
- b. Listening skill: The ability to do something well; expertise of hearing.
- c. Dictation: The action of saying words aloud to be typed, written down, or recorded on tape.
- d. Instructional device: A thing made or adapted for a particular purpose, especially a piece of mechanical or electronic through instruction.

C. Population and Sample

1. Population

The population of this research is the second year students of SMP Negeri 1 Makassar, South Sulawesi Province in academic year 2014/2015. The total number of the classes is ten, namely VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I. The populations are 320 students.

2. Sample

The sample is selected by using cluster random sampling technique. The researcher took two classes as sample; they are VIII-A and VIII-J. That is consist 32 students.

D. The procedure of Collecting Data

The instruments of the research are chronologically present as follow:

1. The pre-test

Before giving treatment, the researcher gave a pre-test to the students. It consists of 20 items and the students must answer those questions. It aims to find out the students' achievement on listening comprehension before giving the material through dictation as an instructional device.

2. The treatment

After giving the pre-test, the treatment would carry out in four meetings. Each meeting conducted for two hours. The procedures of the treatment describe as follows:

Fill in the blank of dictation:

- a. The writer explained about listening comprehension and dictates to the students briefly.
- b. The researcher told the students that they are going to listen to the tasks.
- c. The researcher told the students that they are going to listen the tasks with speaker.

- d. The researcher provided a partially complete passage that the students fill in as they listen or after they listen. This activity allows students to focus particular language features, e.g. verbs or noun phrases.
- e. The researcher asked for the students to check their work.

Choosing correct answer of dictation:

- a. The researcher explained the listening comprehension.
- b. The researcher told the students that they are going to listen to the text.
- c. The researcher read the text at natural speed with assimilation, etc, but the writer will not slow down the articulation of the phrase being repeated. The activity focus on students' attention on features of fast speech.
- d. The researcher asked for the students to check their work.

3. The post-test

After given the treatment, the researcher gave post-test to the students with the same number of items with pre-test. It consists of 20 items

E. The instruments of the Research

In collecting data, the researcher applied two kinds of instruments. They are writing test and questionnaire:

1. Listening test

- a. Supply type test which was known as “short answer” or completion” requires students to supply the answer.
- b. Selection type test was one which requires students to select the answer from

a given number of alternatives, such as true false items, matching and multiple choices.

2. Questionnaire

The other kind of research instrument is questionnaire. In this research the instrument is given to find out the students' motivation toward the use of dictation. The questionnaire used Likert Scart, strongly motivated, motivated, fairly motivated, un-motivated, and strongly unmotivated. The questionnaire is distributed to the respondents after the last treatment.

F. Data Analysis Technique

1. The data were analyzed in three kinds of analysis. Namely:

- a. The analysis of listening test.
- b. The analysis of questionnaire.
- c. Listening test

This analysis is to see whether or not listening comprehension of the students before and after the treatment is different one another. The formula used for this analysis is as follows:

$$\text{Scores} = \frac{\text{Range of Score}}{\text{Maximum Score}} \times 100\%$$

(Depdiknas 2008:38)

Calculating the mean score, standard deviation, and t-test between the pre-test and post-test of both experimental group and control group by using package for social science (SPSS) program version 17.0.

Table 3.1 Classification the score of listening

No	Classifying	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

(Depdiknas, 2008: 38)

2. The analysis of Questionnaire

Data on students' motivation is analysed by using Likert Scale as follows:

Table 3.2 Likert Scale

Positive statement score		Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

(Sugiyono, 2008: 181)

This research employ 10 positive statement and 10 negative ones. Hence, if a respondent answers all the positive statements with strongly agree along with ten negative ones with strongly disagree, he or she gets 100 scores, and the one who answers all positive statement with strongly disagree along with ten negative ones with strongly agree gets 20 score. Thus, the rating score ranges from 20 to 100 or the interval is 80. Since the questionnaire employ 5 levels or categories, the interval is use to determine the level/category of the respondents is $80:5 = 16$

The rating score of motivation classification as shown in following table:

Table 3.3 The rating score of motivation classification

Score	Classification
85-100	Strongly motivated
69-84	Motivated
52-68	Fairly motivated
36-51	Unmotivated
20-35	Strongly unmotivated

(Ridwan, 2010:182)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Improving of Students' Listening Skill Before and after the Treatment

This part explains about the description of the research result through the scoring classification of pretest and post-test on listening skill to see the frequency and percentage of students' score. It also explains the main score and standard deviation, and t-test result to see the difference between pretest and post-test, then the result of t-test in pretest and post-test generally. All the normality of data was tested before analyzing as a condition or requirement of t-test.

a. The Classification of the Students' Listening Score in Pretest and Post test

In this part, the researcher presented the students' pretest and post test scores of listening to see it frequency and percentage. The frequency score and the percentage of the students' listening level in pretest can be seen in the following table.

Table 4.1 The Frequency and Percentage of the Students' Listening Skill in Pretest.

Classification	Range of score	Control Group		Experimental Group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	0	0
Good	76-85	0	0	0	0
Fairly good	66-75	1	3.1	1	3.1
Fair	56-65	5	15.7	6	18.7
Poor	36-55	22	68.7	20	62.5
Very poor	00-35	4	12.5	5	15.6
Total		32	100	32	100

Table 4.1 shows that most of the students' listening level in both control group and experimental group were categorized as poor at the beginning where 4 students (12.5%) in control group and 5 students (15.6%) in experimental group were in very poor category. 22 students (68.7%) in control and 20 students (62.5%) in experimental group were in poor, 5 students (15.7%) in control group and 6 students (18.7%) in experimental were fair category, 1 student (3.1%) in control and 1 student (3.1%) in experimental group were in fairly good category and no one of both groups was on good or very good category.

The result on the table shows that most of the students have the same level on listening; they were poor before they were taught with dictation for experimental and conventional for control group. While after treatment, the post test score on students' listening skill improve and percentage of the students' score for the control and experimental groups, it can be seen on the table below:

Table 4.2 The Frequency and Percentage of the Students' Listening in Post test.

Classification	Range of score	Control Group		Experimental Group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	2	6.2	6	18.7
Good	76-85	2	6.2	11	34.4
Fairly good	66-75	9	28.2	6	18.7
Fair	56-65	10	31.2	12	37.5
Poor	36-55	9	28.2	3	9.4
Very poor	00-35	0	0	0	0
Total		32	100	32	100

The table also shows that the students' achievement in control group and experimental group improved. In control group, the score of the students tend to spread from fair to fairly good category. There were 2 students (6.2%) in very good category, 2 students (6.2%) were in good, 9 students (28.2%) in fairly good, 10 students (31.2%) in fair, and 9 students (28.2%) in poor category. Unlike for the experimental group, the students' scores were spread dominantly in fair to good category. No one of students was categorized as excellent. There were 6 students (18.7%) categorized as very good, 11 students (34.4%) categorized as good, 6 students (18.7%) categorized as fairly good, 12 students (37.5%) categorized as fair, and 3 students (9.4%) were still in poor category.

The score distribution for control group and experimental group on listening skill in post test shows the difference from the pre test. After conducting the treatment to both of the groups, it showed an improvement but in the experimental group which

applied dictation gave higher improvement than the conventional teaching. It means that dictation is effective to improve students' listening skill.

b. The Mean Score and Standard Deviation of Students' Listening skill.

As it has stated above that after tabulating the frequency and the percentage of the students' score, the researcher calculated the mean score and standard deviation of the students' score in pretest then compared them with posttest score. Before the treatment, the students were given pretest to know the students achievement on listening skill. Furthermore, the purpose of the tests were to find out whether the students' scores were stable and constant or not and then conducting posttest to find out the students' improvement in learning listening through dictation. The standard deviation was mean to know how close the scores to the mean score. In the table below, the researcher presented the mean score and standard deviation of the students' listening level both experimental and control group in pretest and post test.

Table 4.3 The Mean Score and Standard Deviation of the Students' listening in Pretest and Post test.

Groups	Mean score		Standard deviation	
	Pretest	Post test	Pretest	Post test
Control	46.78	64.13	9.53	10.68
Experimental	45.75	76.19	10.12	8.47

Table 4.3 indicates that there were difference of students' score and standard deviation of students' listening skill. The data analysis shows the students' mean score for both group experimental and control was average or it classified as fair. The

students' mean score of pretest for control was 46.78 with standard deviation 9.53 and in experimental was 45.75 with standard deviation 10.12. However, after applying treatment, the students' listening skill improved. It is proved by students' mean score in post test; in experimental group were 76.19 and in control group 64.13. Even though, the students' mean score improved in post test, but the students' score in experimental was greater than control group or $76.19 > 64.13$. It means that, the use of dictation is effective to improve students' listening skill. The comparison of experimental and control group mean score can be seen on the figure below:

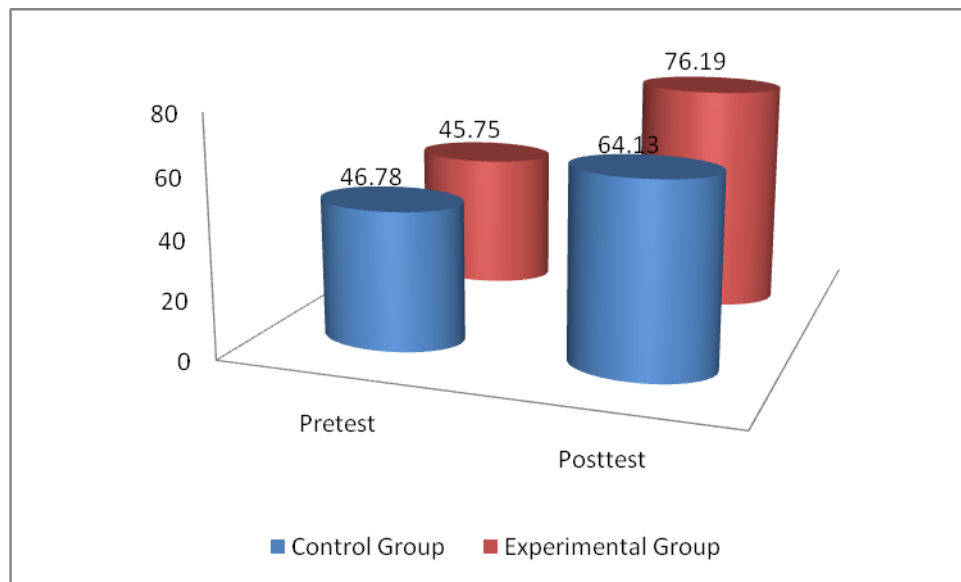


Figure 4.1: The mean score of students' listening skill

Figure 4.1 indicates the difference mean score of students' listening skill between control group and experimental group. Before applying treatment in pretest, the students' mean score was 46.78 for control group and 45.75 for experimental group. The difference score between both groups was 1.03. After applying treatment,

students' mean score improved, where in control group, students' score of post test 64.13, and 76.19 for experimental group was. So, the difference score between both groups was 12.6. It means that students' score in experimental group was greater than students' score in control group. Thus, the use of dictation was very effective and contributed 12.6% to improve students' listening skill.

c. Test of Significance (t-Test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) independent sample test, that is, a test to know the significance of difference between the result of students' mean scores in pretest and post test.

Assuming that the level of significance (α) = 0.05, the only thing which is needed the degree of freedom (df) = 64, where $N - 2 = 62$ is 2.000. This means that if the result of computed SPSS 17 t-test is less or same as 2.000, H_0 (Null Hypothesis) is accepted. In contrast, if the result of t-test is more than 2.000, H_0 is rejected. Below are the T-Test results in pretest and posttest in term of literal, inferential, and critical:

Table 4.4 The Probability Value of T-Test of the Students' Achievement on Listening Skill in Pretest and Posttest

	T	2 Tailed Value	(α)	Remarks
Pretests Experiment and Control Groups	0.419	0.57	0.05	There was No Different
Control Posttest and Experimental Posttest	5.003	0.00	0.05	Significantly Different

The result of data analysis as summarized in table 4.4 on pretest of control and experimental group, the researcher found that the Probability value (0.57) is higher than the level of significance at t-table (0.05) and the degree of freedom 62. The data also showed that the t-count value was smaller than t-table ($0.419 < 2.000$). It indicated that the alternative hypothesis (H1) was rejected and the null hypothesis (H0) was accepted. In the other word, there was no significant difference between the students listening skill in pretest before the treatment. After treatment, the researcher found that the Probability value (0.00) was smallest than the level of significance at t-table (0.05) and the degree of freedom 62.

The data also showed that the t-count value was higher than t-table ($5.003 > 2.000$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. In the other word, there was significant difference between the students listening skill in posttest after giving the treatment through dictation. It means that the application of dictation in teaching can increase the students' listening skill.

Based on the data above, the researcher concluded that the data of posttest as the final result gave significant improvement. It can be summarized that the use of dictation was able to give greater contribution in teaching listening or the use of dictation in teaching listening was effective.

2. The Students' Motivation

The questionnaires were distributed to the students to know their interest toward dictation in teaching listening. The students' score interval of questionnaires can be shown in table 4.5.

Table 4.5 The Percentage of the Students' Motivation toward Dictation

Interval Score		Category	Motivation toward Dictation	
			F	%
85 - 100	5	Very high	29	90.63
65 - 84	4	High	3	9.37
40 - 64	3	Moderate	0	0
0 - 39	2	Low	0	0
Total			32	100

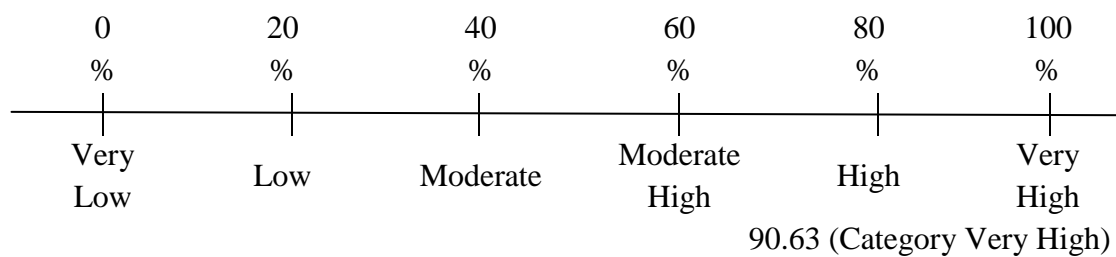
The data of the students' interval score based on the questionnaire in table 4.5 indicates that the use of dictation in teaching listening was very motivated to the students, it shows that 29 students (90.63%) felt strongly positive, 3 students (9.37%) of the students felt positive, and none of the students felt neutral, negative and strongly negative.

Table 4.6 The Mean Score and Standard Deviation of The Students' Motivation

	Mean	Standard deviation
Dictation Technique	89.56	4.42

Further analysis showed that the mean score of students' motivation toward dictation in teaching listening was 89.56 which were categorized as *very high motivated*. So that, the students' motivation toward the application of dictation can be seen in the Figure below:

Figure 4.5 Percentage of Students' Motivation toward Dictation



B. Discussion

This section deals with the interpretation of the findings derived from the result of statistical analysis and also the description of data gained from the questionnaire based on students' motivation toward dictation in teaching listening. Relating to the data collected through the pre-test and post test it is shown that the students' listening through dictation as an instructional device was very good. It is supported by the rate percentage of the students' pre test and post test. After giving the treatment for experimental group no one students got an excellent, 6 students (18.7%) got very good classification, 11 students (34.4%) got good classification, 6 students (18.7%) got fairly good, 12 students (37.5%) got fair classification, and 3 students (9.4%) got poor classification. The data shows that the result of the rate percentage of the students' post test is higher than pre test before giving treatment. Because when

before treatment the researcher gave students motivation and exercise in the form of pre test and there was still some students who do not know the dictation, some of them have just see the question, and leave the paper. However, after treatment with explained the listening comprehension and gave some examples of pronunciation of word and have students listen carefully and attention on features of slow speech, so that when the researcher provide exercise in the form of post test of students has increase, the students has already understand about the material listening comprehension.

Based on the result of the t-test, the researcher found that there was significant difference between the result of pre test and post test and also the value of t-test is greater than the t-table. It mean that there was a significant difference result of the pre-test before and after teaching and learning process by using dictation as an instructional device, so that null hypothesis (H_0) is rejected while alternative hypothesis is accepted. The researcher used of dictation can improve students' listening comprehension. One advantage of dictation is may speeds up the listening process. Also, give students the opportunity to notice features of pronunciation such as weak forms, linking, and elision.

From the discussion above, it can be concluded that the second year of SMPN 1 Makassar have a very good listening comprehension, after learning dictation as an instructional device, so the research has finished in the post test. A more conventional activity, yet one of particular importance for our students, involves listening to a recorded text and transcribing it verbatim. The recording can be controlled at will

stopped and replayed and revisions, made to any portion of the transcription. When the student has completed it, the full transcript of the actual text is displayed along with the students' rendition, line by line in a parallel fashion, in contrasting colors, allowing for a quick visual comparison of the two. In addition, any key words or expressions which have been preselected by the instructor for their significance and which could serve as a basis for scoring and rating student performance are highlighted, in the student's version.

The questionnaires were distributed to the students to know their interest toward dictation in teaching listening. The data of the students' interval score based on the questionnaire in table 4.5 indicates that the use of dictation in teaching listening was very motivated to the students, it shows that 29 students (90.63%) felt strongly positive, 3 students (9.37%) of the students felt positive, and none of the students felt neutral, negative and strongly negative. Further analysis showed that the mean score of students' motivation toward dictation in teaching listening was 89.56 which were categorized as *very high motivated*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that learning English by using listening through dictation need preparation. It is easy to do, and can be used in almost every class of second grade students of SMP Negeri 1 Makassar. Students often complain at first, but when dictations are used regularly, they get used it and actually watching their score improve. It is provided by the result of pretest (45,75) and post test (76,19). The data shows that the result of the rate percentage of the students' post test is higher than the pre-test before giving treatment. At level of significance, t-test value is 13.03 while the table is 2.00, where $13.03 > 2.00$. It means that there is significant difference between the pre-test and post-test of students in using dictation as an instructional device, and also it means that null hypothesis (H_0) is rejected while alternative hypothesis is accepted. This means that the use of simple present tense through using be can increase students' understanding in listening comprehension. Dictation has always been a rather controversial activity in the language classroom. In spite of its limitations, dictation is still in favor as a teaching device at some stages of language teaching. Some language practitioners view dictation negatively, believing that it hardly teaches anything, but it may have some value as a testing device, although there are other testing devices that

are more effective. Despite its benefits, currently dictation is not widely used in teaching English mainly because some language practitioners consider it teacher-centered and old-fashioned.

We can dictate sounds while for the students to write in pictures, bingo birds and treasure maps, and the students can choose which squares to write the sounds in and get points if they choose certain squares. The students can also have worksheet with sounds or words on them, and do activities such as listening to dictated sounds or words, choosing the correct ones on their worksheet.

B. Suggestions

Based on result of data analysis and conclusion above the researcher presents the following suggestions:

1. English teacher should make dictations or a game, using points and emphasizing improvement. Students are, in effect, competing against themselves.
2. English teacher should make dictations challenging and useful. Repeat dictations, or play a cassette tape, at natural speed and allow students to miss some words. They will improve in the future as they get used to natural speed English.
3. English teacher should know how to use dictation to improve spelling. Only dictate words that the students' has already learned. Do not include words that students have not studied yet. Let the students' know the teacher will only be saying the phrase or sentence once, so they really need to focus his attention on teacher. For some students', the teacher can dictate the sentence at normal speed.

For others, it is important to dictate slowly and distinctly. After completing a few sentences with the students', the teacher will have a good sense of what is best in your particular situation.

4. Every school must be having a language laboratory, especially the recorder. The recorder with the microphone can be brought to the person speaking. Each person speaking can sit down to the position of the microphone.

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LAMPIRAN 1:**Students' Score in Pretest and Posttest**

CONTROL GROUP			
NO	NAMA	PRETEST	POSTTEST
1	AUK	33	50
2	AA	47	63
3	AL	50	67
4	AAM	53	67
5	AAN	37	53
6	AI	57	73
7	AAH	40	67
8	AS	60	83
9	CAN	53	70
10	CAMH	53	70
11	FM	40	57
12	FA	40	57
13	IMW	47	63
14	IMP	43	60
15	LRN	47	63
16	MSP	50	63
17	MM	57	73
18	MAA	37	53
19	MAS	70	90
20	MAAH	50	53
21	MDA	43	50
22	MNN	57	77
23	MNR	50	65
24	MRPS	30	55
25	MSR	30	55
26	NFQH	53	70
27	MTH	60	87
28	MRM	33	50
29	MSP	47	60
30	NVS	37	53
31	NPR	43	60
32	YO	50	75

EXPERIMENTAL GROUP			
NO	NAMA	PRETEST	POSTTEST
1	AAFJ	40	70
2	AFL	50	87
3	AEAE	47	73
4	AAN	33	69
5	AN	43	73
6	APR	33	63
7	AW	47	77
8	AAZ	37	73
9	FS	50	83
10	FDA	40	77
11	FJS	53	80
12	FN	57	83
13	GGI	40	77
14	GO	47	77
15	GA	60	90
16	HLH	57	89
17	IM	37	67
18	LU	50	73
19	MRDP	53	80
20	MA	37	69
21	MADS	33	59
22	MFA	37	63
23	MII	57	80
24	MJUT	57	83
25	MRP	53	73
26	MF	40	73
27	MLW	60	89
28	NFH	30	67
29	MNIM	46	77
30	VE	30	67
31	VERO	70	90
32	MSID	40	87

Descriptive Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control Pretest	32	30	70	46.78	9.537
Control Posttest	32	50	90	64.12	10.682
Valid N (listwise)	32				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Pretest	32	30	70	45.75	10.128
Experiment Posttest	32	59	90	76.19	8.479
Valid N (listwise)	32				

Frequency and Percentage

Statistics

		Control Pretest	Control Posttest
N	Valid	32	32
	Missing	0	0
Mean		46.78	64.13
Median		47.00	63.00
Std. Deviation		9.537	10.682

Control Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.3	6.3	6.3
	33	2	6.3	6.3	12.5
	37	3	9.4	9.4	21.9
	40	3	9.4	9.4	31.3
	43	3	9.4	9.4	40.6
	47	4	12.5	12.5	53.1

50	5	15.6	15.6	68.8
53	4	12.5	12.5	81.3
57	3	9.4	9.4	90.6
60	2	6.3	6.3	96.9
70	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Control Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	9.4	9.4	9.4
53	4	12.5	12.5	21.9
55	2	6.3	6.3	28.1
57	2	6.3	6.3	34.4
60	3	9.4	9.4	43.8
63	4	12.5	12.5	56.3
65	1	3.1	3.1	59.4
67	3	9.4	9.4	68.8
70	3	9.4	9.4	78.1
73	2	6.3	6.3	84.4
75	1	3.1	3.1	87.5
77	1	3.1	3.1	90.6
83	1	3.1	3.1	93.8
87	1	3.1	3.1	96.9
90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Statistics

		Experiment Pretest	Experiment Posttest
N	Valid	32	32
	Missing	0	0

Mean	45.75	76.19
Median	46.50	77.00
Std. Deviation	10.128	8.479

Experiment Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.3	6.3	6.3
	33	3	9.4	9.4	15.6
	37	4	12.5	12.5	28.1
	40	5	15.6	15.6	43.8
	43	1	3.1	3.1	46.9
	46	1	3.1	3.1	50.0
	47	3	9.4	9.4	59.4
	50	3	9.4	9.4	68.8
	53	3	9.4	9.4	78.1
	57	4	12.5	12.5	90.6
	60	2	6.3	6.3	96.9
	70	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Experiment Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	3.1	3.1	3.1
	63	2	6.3	6.3	9.4
	67	3	9.4	9.4	18.8
	69	2	6.3	6.3	25.0
	70	1	3.1	3.1	28.1
	73	6	18.8	18.8	46.9
	77	5	15.6	15.6	62.5
	80	3	9.4	9.4	71.9
	83	3	9.4	9.4	81.3

87	2	6.3	6.3	87.5
89	2	6.3	6.3	93.8
90	2	6.3	6.3	100.0
Total	32	100.0	100.0	

T-Test

Control Pretest – Posttest

Group Statistics

	Posttest	N	Mean	Std. Deviation	Std. Error Mean
Control	Pretest	32	46.78	9.537	1.686
	Posttest	32	64.13	10.682	1.888

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Control Pretest– Posttest	Equal variances assumed	.355	.554	6.851	62	.000	-17.34	2.531	-22.40	-12.28
	Equal variances not assumed			6.851	61.21	.000	-17.34	2.531	-22.40	-12.28

Experiment Pretest – Posttest

Group Statistics

Experiment Posttest	N	Mean	Std. Deviation	Std. Error Mean
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Experiment	Pretest	32	45.75	10.128	1.790
	Posttest	32	76.19	8.479	1.499

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experiment Pretest- Posttest	Equal variances assumed	1.614	.209	13.03	62	.000	30.43	2.33	-35.10	-25.77
	Equal variances not assumed			13.03	60.14	.000	30.43	2.33	-35.10	-25.76

Control and Experiment Pretest

Group Statistics

Posttest Ex-Control		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	32	46.78	9.537	1.686
	Experiment	32	45.75	10.128	1.790

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest Control- Experiment	Equal variances assumed	.424	.517	.419	62	.676	1.031	2.459	-3.885	5.947
	Equal variances not assumed			.419	61.777	.676	1.031	2.459	-3.885	5.948

Control and Experiment Posttest

Group Statistics

	Posttest Ex-Control	N	Mean	Std. Deviation	Std. Error Mean
Posttestl	Control	32	64.13	10.682	1.888
	Experiment	32	76.19	8.479	1.499

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Control-Experiment	Equal variances assumed	1.312	.256	5.003	62	.000	-12.063	2.411	-16.882	-7.243
	Equal variances not assumed			5.003	58.963	.000	-12.063	2.411	-16.887	-7.238

LAMPIRAN 2:

Questionnaire

EXPERIMENTAL CLASS (QUESTIONNAIRE)

RESPONDENT	STATEMENT																									TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	4	3	4	4	4	4	4	4	4	4	4	4	2	4	4	4	3	4	4	4	4	4	3	3	90	
2	5	3	5	4	5	4	5	4	4	4	4	3	3	4	4	4	5	3	4	4	4	4	4	4	97	
3	5	4	5	4	4	4	4	4	3	4	4	4	4	3	3	3	4	5	4	5	4	3	4	4	95	
4	4	4	4	4	4	5	5	3	4	3	5	3	3	4	3	3	4	3	4	4	4	3	4	3	90	
5	4	3	5	4	4	4	4	3	3	4	4	3	4	3	4	4	4	4	4	3	3	4	3	3	88	
6	4	4	4	3	5	4	4	5	4	4	4	4	3	3	3	4	4	4	3	4	4	3	3	3	90	
7	5	3	5	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3	4	4	3	4	93	
8	5	4	4	4	4	3	4	4	4	4	4	3	3	4	4	3	4	4	4	3	3	3	4	4	90	
9	4	3	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	97	
10	4	4	5	4	4	4	3	4	4	4	4	4	3	3	4	3	3	3	4	3	3	4	3	5	89	
11	5	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	3	4	4	4	3	92	
12	5	4	4	3	4	4	3	4	3	4	4	4	4	4	3	3	3	4	4	4	4	4	3	4	90	
13	4	4	4	3	4	3	3	4	3	3	4	4	3	3	4	4	4	4	4	4	4	3	3	4	87	
14	5	4	5	4	4	3	4	4	3	4	4	3	3	4	3	4	4	4	4	3	4	3	3	4	90	
15	5	4	5	3	4	4	4	4	4	5	5	4	4	4	4	3	4	3	5	3	4	4	4	4	97	
16	5	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	5	4	5	4	4	4	4	4	97	
17	4	3	4	4	4	3	4	4	3	4	4	4	4	3	3	4	4	4	3	3	4	4	4	4	89	
18	5	4	4	3	4	3	4	3	3	4	4	3	3	4	3	3	4	4	4	3	4	3	3	3	85	
19	5	4	5	3	4	4	4	4	4	3	4	4	3	4	3	3	4	4	3	3	4	4	4	3	90	
20	4	4	4	4	4	4	4	4	3	4	3	4	3	4	3	3	3	3	3	3	4	3	4	3	85	
21	4	4	4	4	4	3	4	3	4	3	4	3	3	2	3	2	3	3	3	3	4	3	4	3	80	
22	4	3	4	4	4	4	3	3	3	4	4	3	3	4	3	4	3	3	4	4	3	3	4	4	85	
23	4	3	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4	4	3	4	4	4	4	4	90	
24	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	4	4	4	3	3	3	90	
25	5	4	4	4	4	4	3	3	3	4	4	3	3	4	4	4	4	4	3	4	4	4	3	4	90	
26	4	3	4	4	4	3	3	3	3	4	4	3	3	3	4	4	4	4	4	4	3	3	4	3	85	
27	4	4	4	4	4	4	4	5	3	4	4	4	4	4	3	3	3	4	3	3	3	4	4	4	90	
28	4	4	4	3	3	4	4	2	3	3	4	2	4	4	4	3	4	3	4	4	3	3	4	3	83	
29	4	3	4	4	4	4	4	3	4	4	4	3	4	3	4	3	4	4	3	4	4	3	3	4	88	

30	5	4	5	4	5	4	4	3	4	4	4	4	4	4	4	4	4	3	4	3	4	3	5	4	96
31	4	3	4	3	4	4	3	4	3	4	4	4	4	3	3	3	3	4	3	4	3	4	3	4	85
32	4	3	4	4	4	3	4	3	4	3	4	4	4	3	3	3	4	3	3	3	4	3	3	3	83

LAMPIRAN 3:

DESCRIPTIVE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Jawaban1	32	4	5	4.41	.499
Jawaban2	32	3	4	3.59	.499
Jawaban3	32	4	5	4.28	.457
Jawaban4	32	3	4	3.75	.440
Jawaban5	32	3	5	4.09	.390
Jawaban6	32	3	5	3.75	.508
Jawaban7	32	3	5	3.81	.535
Jawaban8	32	2	5	3.66	.653
Jawaban9	32	3	4	3.53	.507
Jawaban10	32	3	5	3.84	.448
Jawaban11	32	3	5	4.03	.400
Jawaban12	32	2	4	3.50	.568
Jawaban13	32	2	4	3.44	.564
Jawaban14	32	2	4	3.66	.545
Jawaban15	32	3	4	3.53	.507
Jawaban16	32	2	4	3.47	.567
Jawaban17	32	3	5	3.81	.535
Jawaban18	32	3	5	3.62	.554
Jawaban19	32	3	5	3.75	.568
Jawaban20	32	3	5	3.53	.567
Jawaban21	32	3	4	3.78	.420
Jawaban22	32	3	4	3.47	.507
Jawaban23	32	3	5	3.63	.554
Jawaban24	32	3	5	3.59	.560
TotalJawaban	32	80	97	89.56	4.421

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Jawaban1	32	4	5	4.41	.499
Jawaban2	32	3	4	3.59	.499
Jawaban3	32	4	5	4.28	.457
Jawaban4	32	3	4	3.75	.440
Jawaban5	32	3	5	4.09	.390
Jawaban6	32	3	5	3.75	.508
Jawaban7	32	3	5	3.81	.535
Jawaban8	32	2	5	3.66	.653
Jawaban9	32	3	4	3.53	.507
Jawaban10	32	3	5	3.84	.448
Jawaban11	32	3	5	4.03	.400
Jawaban12	32	2	4	3.50	.568
Jawaban13	32	2	4	3.44	.564
Jawaban14	32	2	4	3.66	.545
Jawaban15	32	3	4	3.53	.507
Jawaban16	32	2	4	3.47	.567
Jawaban17	32	3	5	3.81	.535
Jawaban18	32	3	5	3.62	.554
Jawaban19	32	3	5	3.75	.568
Jawaban20	32	3	5	3.53	.567
Jawaban21	32	3	4	3.78	.420
Jawaban22	32	3	4	3.47	.507
Jawaban23	32	3	5	3.63	.554
Jawaban24	32	3	5	3.59	.560
TotalJawaban	32	80	97	89.56	4.421
Valid N (listwise)	32				

FREQUENCY PERCENTAGE

Jawaban1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ST	19	59.4	59.4	59.4
	SST	13	40.6	40.6	100.0
	Total	32	100.0	100.0	

Jawaban2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	40.6	40.6	40.6
	ST	19	59.4	59.4	100.0
	Total	32	100.0	100.0	

Jawaban3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ST	23	71.9	71.9	71.9
	SST	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

Jawaban4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	25.0	25.0	25.0
	ST	24	75.0	75.0	100.0
	Total	32	100.0	100.0	

Jawaban5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.1	3.1	3.1
	ST	27	84.4	84.4	87.5
	SST	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

Jawaban6

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	SD	9	28.1	28.1	28.1
	ST	22	68.8	68.8	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Jawaban7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	25.0	25.0	25.0
	ST	22	68.8	68.8	93.8
	SST	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Jawaban8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.1	3.1	3.1
	SD	11	34.4	34.4	37.5
	ST	18	56.3	56.3	93.8
	SST	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Jawaban9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	15	46.9	46.9	46.9
	ST	17	53.1	53.1	100.0
	Total	32	100.0	100.0	

Jawaban10

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	SD	6	18.8	18.8	18.8
	ST	25	78.1	78.1	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Jawaban11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	6.3	6.3	6.3
	ST	27	84.4	84.4	90.6
	SST	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Jawaban12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.1	3.1	3.1
	SD	14	43.8	43.8	46.9
	ST	17	53.1	53.1	100.0
	Total	32	100.0	100.0	

Jawaban13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.1	3.1	3.1
	SD	16	50.0	50.0	53.1
	ST	15	46.9	46.9	100.0
	Total	32	100.0	100.0	

Jawaban14

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	TS	1	3.1	3.1	3.1
	SD	9	28.1	28.1	31.3
	ST	22	68.8	68.8	100.0
	Total	32	100.0	100.0	

Jawaban15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	15	46.9	46.9	46.9
	ST	17	53.1	53.1	100.0
	Total	32	100.0	100.0	

Jawaban16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.1	3.1	3.1
	SD	15	46.9	46.9	50.0
	ST	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

Jawaban17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	25.0	25.0	25.0
	ST	22	68.8	68.8	93.8
	SST	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Jawaban18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	40.6	40.6	40.6
	ST	18	56.3	56.3	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Jawaban19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	31.3	31.3	31.3
	ST	20	62.5	62.5	93.8
	SST	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Jawaban20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	50.0	50.0	50.0
	ST	15	46.9	46.9	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Jawaban21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	21.9	21.9	21.9
	ST	25	78.1	78.1	100.0
	Total	32	100.0	100.0	

Jawaban22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	53.1	53.1	53.1
	ST	15	46.9	46.9	100.0
	Total	32	100.0	100.0	

Jawaban23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	40.6	40.6	40.6
	ST	18	56.3	56.3	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Jawaban24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	43.8	43.8	43.8
	ST	17	53.1	53.1	96.9
	SST	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Total Jawaban

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	3.1	3.1	3.1
	83	2	6.3	6.3	9.4
	85	5	15.6	15.6	25.0
	87	1	3.1	3.1	28.1
	88	2	6.3	6.3	34.4
	89	2	6.3	6.3	40.6
	90	11	34.4	34.4	75.0
	92	1	3.1	3.1	78.1
	93	1	3.1	3.1	81.3
	95	1	3.1	3.1	84.4
	96	1	3.1	3.1	87.5
	97	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

LAMPIRAN 4:
Pictures



The teacher is giving treatment at Control Class



The students is answering the question in Pre-test



The student is seriously answer the question in Post test



The students are haring the teacher in treatment in Experimental class



The one of student is answering the question in pre-test of experimental class



One of student is answering the question in post-test of experimental class

LAMPIRAN 5:

Questionnaire

Research Instrument for Motivation

ANGKET UNTUK SISWA

PENGANTAR

Dalam kesempatan yang berbahagia ini, ijinakan saya memohon kesediaan dan kerelaan hati Anda untuk mengisi atau menjawab angket yang telah saya sediakan. Anda diharap memberkan jawaban yang sesuai dengan keadaan diri Anda yang sedang saya kerjakan dan jawaban tersebut tidak ada sangkut pautnya dengan nilai bahasa Inggris serta nilai prestasi belajar yang sedang Anda tempuh.

Atas bantuan Anda sebelum dan sesudahnya, saya ucapkan terima kasih.

PETUNJUK MENGERJAKAN

1. Tulislah nomor responden Anda pada bagian yang disediakan.
2. Tugas Anda adalah memilih salah satu jawaban pada setiap pertanyaan yang sesuai dengan keadaan diri Anda yang sebenarnya dengan memberikan tanda check (✓) pada kotak yang telah disediakan.
3. Setelah selesai dijawab semua, maka lembar jawaban serta angketnya dikumpulkan kembali pada petugas yang bersangkutan.
4. Penjelasan: SS (sangatsetuju); S (setuju); R (ragu); TS (tidaksetuju); dan STS (sangat tidak setuju).

No. Responden :

No	PERNYATAAN	SS	S	R	TS	STS
1	Belajar bahasa Inggris melalui media headset dengan teknik mendikte berguna bagi peningkatan kemampuan listening saya.					
2	Saya tidak tidak menyukai belajar listening dalam bahasa Inggris melalui media headset dengan teknik listening.					
3	Menurut saya pengajaran listening melalui media headset adalah salah satu media dan metode yang baik.					
4	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media headset dengan teknik mendikte.					
5	Saya terlibat aktif dalam pembelajaran listening dengan menggunakan media headset serta teknik mendikte.					
6	Belajar speaking melalui media headset tidak memotivasi saya dan membuat saya bosan.					
7	Saya memperoleh kesempatan meningkatkan kemampuan listening saya dan memahami struktur ide atau gagasan yang ingin saya ucapkan dengan menggunakan headset serta teknik mendikte.					
8	Belajar listening melalui media headset dan teknik mendikte tidak berguna bagi peningkatan kemampuan saya dalam mendengar.					
9	Dengan menggunakan media headset dan teknik mendikte, kemampuan mendengar semakin meningkat.					
10	Media headset dan teknik mendikte tidak meningkatkan kemampuan listening saya.					
11	Keingintahuan saya untuk bisa meningkatkan kemampuan mendengar bahasa Inggris sudah sejak dulu sebelum belajar di sekolah ini.					
12	Saya tidak terdorong melakukan kegiatan untuk meningkatkan kemampuan mendengar saya apabila guru pertama-tama tidak member kesempatan untuk mendengar secara teliti serta member kesempatan bagi siswa untuk berpendapat.					

13	Kegiatan inti dari penggunaan dikte adalah member kesempatan bagi saya untuk meningkatkan kemampuan mendengar saya.					
14	Saya yakin kemampuan listening saya tidak akan lebih meningkat setelah belajar listening dengan headset dan teknik mendikte.					
15	Peran guru dalam memfasilitasi listening class yang menggunakan media headset serta teknik mendikte sangat mendorong keaktifan saya dalam kegiatan ini.					
16	Saya meyakini kemampuan mendengar saya adalah suatu kemampuan yang tidak harus saya ketahui.					
17	Pemberian penjelasan tentang teori, proses dan konsep belajar listening sebelum kegiatan dilaksanakan menumbuhkan minat/motivasi siswa untuk menerapkannya.					
18	Keterlibatan guru dalam proses pendampingan siswa dalam pembelajaran listening dengan menggunakan media headset serta teknik listening tidak member motivasi kepada saya untuk lebih giat dalam meningkatkan kemampuan mendengar saya.					
19	Pembelajaran listening dengan media dictation sesuai dengan style belajar saya					
20	Pembelajaran listening dengan media dictation tidak sesuai dengan style belajar saya					
21	Peran guru dalam memfasilitasi listening class yang menggunakan media headset serta teknik mendikte sangat tidak mendorong keaktifan saya dalam kegiatan ini.					
22	Peran guru yang aktif menggunakan media headset serta teknik mendikte sangat memotifasi keaktifan saya dalam kegiatan ini.					
23	Saya lebih terdorong belajar meningkatkan kemampuan mendengar Bahasa Inggris saya dengan kegiatan mendengar dikte melalui headset di dalam kelas jika disbanding kegiatan pembelajaran listening dengan cara konvensional.					
24	Saya berkesimpulan bahwa pengajaran listening dengan menggunakan media headset serta teknik					

	mendikte tidak dapat memotivasi bagi saya dalam peningkatan kemampuan mendengar saya.					
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LAMPIRAN 6 :

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : **SMP NEG 1 MAKASSAR**
MATA PELAJARAN : **BAHASA INGGRIS**
KELAS/SEMESTER : **VIII/ GENAP**
ASPEK : **Mendengarkan**
ALOKASI WAKTU : **4 X 40 MENIT**

STANDAR KOMPETENSI : 1. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR : 1.1. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon ungkapan meminta, memberi, menolak jasa dengan cara menjawab pertanyaan.
2. Merespon ungkapan meminta, memberi, menolak barang dengan cara melengkapi dialog rumpang.

II. Materi Pembelajaran

1. Ungkapan meminta, memberi, menolak jasa.
2. Ungkapan meminta, memberi, menolak barang.

Expressions of offering something

- Anything I can do for you?
- Anything I can do to help?
- Let me know if you need any help.
- Anything else?
- Can I get something for you?

Models :

A : Let me help you.

B : Thank you so much.

Requesting something

- Sure. Get me some water, please.
- Can I have a bite of this cake?
- Can you get me an aspirin, please?
 - certainly
 - no problem
 - O.K. Right away.

III. Metode Pembelajaran

Dictation technique

IV. Langkah-Langkah Kegiatan

Pertemuan 1

a. Kegiatan Pendahuluan

1. Salam dan tegur sapa
2. Melakukan pengecekan kehadiran siswa
3. Tanya jawab berbagai hal yang berkaitan ungkapan yang akan dipelajari
4. Menyampaikan tujuan pembelajaran yang ingin dicapai
5. Menjelaskan cakupan materi dan penilaiannya.

b. Kegiatan Inti

1. Menganalisa gambar yang relevan
2. Melakukan tanya jawab dengan siswa ungkapan meminta, memberi, menolak barang / jasa
3. Mendengarkan dialog dari rekaman tape / dialog yang diperagakan siswa
4. Menggaris bawahi kalimat-kalimat dalam dialog yang menggunakan ungkapan meminta, memberi, menolak barang / jasa
5. Menggaris bawahi kata – kata yang dianggap sulit
6. Guru menjelaskan materi terkait meminta, memberi, menolak barang/jasa
7. Guru memberikan model tentang meminta, memberi, menolak barang/jasa
8. Siswa merespon ungkapan yang diberikan guru.

c. Kegiatan Penutup

1. Menanyakan berbagai kesulitan siswa
2. Menyimpulkan materi dan hal-hal yang telah dibahas
3. siswa mendapatkan tugas
4. menyampaikan materi yang akan dibahas pada pertemuan yang akan datang

Pertemuan 2

a. Kegiatan Pendahuluan

1. Salam dan tegur sapa
2. Melakukan pengecekan kehadiran siswa
3. Menjelaskan cakupan materi dan penilaiannya.

b. Kegiatan Inti

1. Tanya jawab berbagai hal yang berkaitan ungkapan yang akan dipelajari
2. Guru menjelaskan materi terkait

3. Guru memberikan model
4. Siswa merespon ungkapan yang diberikan guru.

c. Kegiatan Penutup

1. Menanyakan berbagai kesulitan siswa
2. Menyimpulkan materi dan hal-hal yang telah dibahas
3. Siswa mendapatkan tugas
4. Menyampaikan materi yang akan dibahas pada pertemuan berikutnya

V. Sumber Belajar

1. Hand book bahasa Inggris
2. LKS Bahasa Inggris.

VI. Tugas Terstruktur

Siswa melengkapi kalimat berdasarkan pemahaman Akan suatu percakapan sesuai kompetensi Dasar yang tengah diajarkan

VII. Penilaian

Respond to the following teacher's expression!

Give good response to the following expression!

1. Teacher : Who are you?
Student :
2. Teacher : Is she at this school?
Student :
3. Teacher : Where is your friend?
Student :
4. Teacher : What do you think about today?
Student :
5. Teacher : Is she late today?
Student :

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
Merespon ungkapan meminta, memberi, menolak jasa dengan cara menjawab pertanyaan	Tes tertulis	Isian	<i>A: Can I introduce my self, maam?</i> <i>B: - Certainly</i> <i>- yes, you may</i> <i>- No, you may not</i> <i>- Sorry, you may not</i> <i>A: Can I talk with she?</i> <i>B: I am sorry she is not available now</i>
Merespon ungkapan meminta, memberi, menolak barang dengan cara melengkapi dialog rumpang	Tes tertulis	Isian	Zicco : Is she in France now? Zahra :she is in France

Makassar,April
2015

Mengetahui

Guru Mata Pelajaran

Kepala Sekolah

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP NEG 1 MAKASSAR

Mata pelajaran : Bahasa Inggris

Kelas/semesteer : VIII/ GENAP

Alokasi waktu : 2 X 40 menit

Standar kompetensi :

1. Memahami makna dalam percakapan transaksional pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

1.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

1. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

- Melengkapi teks rumpang yang diperdengarkan dengan kata / frasa yang tepat.
- Menemukan informasi tertentu dari teks yang diperdengarkan.

2. Materi pembelajaran

- Teks fungsional pendek
- Kosakata terkait tema/jenis teks.

Misalnya : She he their her am
 student study school happy

3. Metode pembelajaran : three - phase technique

4. Kegiatan pembelajaran

Pertemuan ke 1

- a. Kegiatan pendahuluan

- Salam dan tegur sapa
- Memberikan motivasi kepada siswa dengan cara mengajukan pertanyaan mengenai materi yang terdahulu yang berkaitan dengan materi yang akan dipelajari.
- Menjelaskan tujuan pembelajaran atau KD yang akan dicapai.
- Menyampaikan cakupan materi dan penilaiannya.

b. kegiatan inti.

- Menemukan gambar yang mengungkapkan kalimat be
- Mendengarkan teks fungsional tentang dikte yang berisi percakapan.
- Melengkapi kalimat dikte yang masih rumpang dengan kata –kata yang tepat berdasarkan teks yang diperdengarkan.

c. Kegiatan penutup

- Guru bersama-sama dengan siswa dan atau sendiri menyimpulkan pelajaran.
- Guru melakukan refleksi terhadap kegiatan pembelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru merencanakan tindak lanjut dalam bentuk remedial, pengayaan, dalam bentuk pemberian tugas tambahan.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. sumber belajar : - gambar

- contoh teks berisi kalimat be

Makassar,.....April 2015

Mengetahui,

Guru Mata Pelajaran

Kepala Sekolah

CURRICULUM VITAE



Tenri Ugi was born in Makassar City, South Sulawesi Province on August 10, 1988. She is the first child of six siblings in her family. Her parents are Irianto and Fatmawati. She started her study in SDN Inp Mangkura on 1994 until 2000. She continued her study at SMPN 1 Makassar on 2000 until 2003. Then she continued her study at SMAN 2 Makassar, and finished it in 2006. Three years later, she continued her study in English Education Department, at 45. She graduated her study at 45 in 2013. After that, she continued her master degree at Graduate Program of State University of Makassar in 2013.

