

**THE EFFECT OF USING DICTATION AS A TESTING DEVICE IN LISTENING SKILL TO INCREASE STUDENTS' ABILITY AT THE FIRST GRADE STUDENTS OF SMP PAB UTAMA**

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**ABSTRACT**

The objective of the study is to know the significant effect of using Dictation as a testing device in listening skill to increase students' ability at the first-grade students of SMP PAB Utama. The method applied in this research was quantitative method in the design is Quasi experimental. Two classes were taken as the sample of the study with 20 students in each class. The classes were designed as an experimental class and controlled class. The experimental class was taught by using Dictation method while the controlled class was taught by using conventional method. The students' population at SMP PAB Utama are 40 students, and the samples were 40 students (20 students for the experimental class and 20 students for the controlled class). The sampling technique that used was total population sampling. Moreover, this research was conducted through the following procedures giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gained through multiple choice. The result of the conclusion that in testing the hypothesis, the value of t-observation ( $t_o$ ) was 1.896, and t-table ( $t_t$ ) at significance level of 5% was 1.686. It means  $t_o > t_t$ , then  $1.896 > 1.686$ . So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the result, it can be concluded that using Dictation as a testing device in listening skill was effective on increasing students' listening at the first grade students of SMP PAB Utama

***Key Words : Dictation, Testing Devise, Listening***

**I. INTRODUCTION**

English learning process in junior high schools is aimed of developing the students' skill in English such as: speaking writing, reading and listening to achieve the level of functional literacy. In other hand, it is also aimed to increase the students' awareness of the nature and importance of English that can enrich their nation's competitiveness in the global society.

The target of teaching and learning English at SMP/MTs is to enable the learners to achieve the functional level to

communicate written and orally. To reach the target, the junior high school students have to master the four skills of English. The importance of listening is according to Brown (2001:54) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

According to Oxford Rugby League (1993:21) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw

material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

However, it is not easy for English teachers to teach the students to reach the primary goal. It can be seen from their scores of their final exam. Many of them failed to meet the minimum standard score. It happens because they are unable to listen to the English text well in the class. When they can listen to the sentence, they sometimes fail to write what they hear. Some of them even fail to find the main idea and also some supporting ideas or details from the recording.

There were some problems found at SMP PAB Utama in the context of the English teaching and learning listening, especially at grade VII. The first problem was students' lack of vocabulary. It happened because they seldom to do listening in English. The second problem is students get difficulties to understand what the speaker says in listening. This is making the students fail to get the main idea of the recording and fail to write what they hear. The third is the teachers did not use various methods in teaching listening. So it makes students bored and did not interest in listening English.

In umara (2018:92) said that learning English is not easy especially listening skill there are so many difficulties such luck of vocabulary, and no strategy apply in teaching learning process It is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process There are many kinds of strategies in teaching listening. One of them is using dictation. Sawyer and Silver cited in Irianto (2015:11) 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.

In addition, Febtriningsih (2018:146) says in her research dictation can increase students listening skill. This method can practice the students to be more sensitive to English pronunciation or speech and get used to it. In line with this Destiana (2019:37) says that dictation can be used as interesting technique in teaching learning especially in listening. It is proved by the data in her research that dictation technique effective and successfully increased students' listening skill.

## **II. DISCUSSION**

Listening is one of skill communication that people in daily life. In general, listening is a process where listeners listen, receive, interpret, and understand what the speaker says. According to Tarigan (2008:31), listening is a process of receiving knowledge, capturing the message or content, and interpreting the meaning of the communication submitted by the speaker of the spoken language by listening to verbal symbols with understanding, caring, appreciation, and interpretation. It's means in process listening, the target must get it the points and meaning of the communication by speaker.

According to Howatt and Dakinin Saricoban cited in Saputra (2017: 23), Listening is the ability to identify and understand what others are saying. This is involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously.

Not everyone can wait to hear what other people are thinking, particularly if the information is vague. As a consequence,

good communication is needed before focusing on the target.

Listening skill is a very important skill for hearing something from someone said. According to Russel in Tarigan (2008:30) listening skill is listening with comprehension, attention and appreciation. Beside that in process listening needs integrating skill of language, like vocabulary mastery, pronunciation, writing, reading, and speaking.

Based on the review literature of the listening above, the definition of listening skill can be concluded as ability to pay hear, comprehension, appreciation, and attention something. When people listen, they identify the sound or the utterances of what the speaker say, and focus to use their prior knowledge to make complete sense of what they are hear, when finally, their understanding take from the process of listening. Most of the students generally listen to confirm their expectation or to get information, detailed information or specific information.

#### **a. Types of Listening**

There are various types of listening that depend on the purpose itself. In here ,there are three types of listening namely: Active Listening, Critical Listening and Content Listening.

White Dove Books cited in Prasetya (2017:7), active listening is the art of listening for meaning. To gain meaning from the words of another person, listeners need to be listening carefully. Furthermore, the critical listening is also known: as evaluate, judgmental or interpretive listening. The main goal of this type of listening is to evaluate the message with logic while analyzing the different arguments provided by speaker.

To effectively apply content listening, it is needed again to identify the main idea or the key points of the message. Then, the next thing to do is to ask questions for clarifications if the message was misunderstood. This will increase the level

of understanding of the message transmitted.

#### **b. Design of Dictation**

Richard (2010:170), dictation is a method used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they have to write down what they heard as accurately as possible. From the definition it can be conclude that dictation is a method in teaching to know their skill by this method, what speakers said they can or not to get what they listen. Dictation is an easily prepared activity that can become a part of the regular classroom routine. Nation (2009:62), design of dictation divides into: Running Dictation, One Chance Dictation, Dictation of Long Phrases, Guided Dictation, Dictation for Mixed Class, Peer Dictation, Perfect Dictation, Sentence Dictation, and Unexploded Dictation

### **III. RESEARCH INSTRUMENT**

The study was carried out in SMP PAB Utama. It is located at Jl. Tengku Amir Hamzah, Kelurahan Jati Makmur, Kecamatan Binjai Utara. This research present by using Quasi experimental research. This research design involved an experimental group and a control group, both are given a pretest and a posttest. Experimental group received the treatment, however the control group do not.

The design of the study can be explained in the table below (something could happen between the last pretest and the first posttest), instrument (if, for some reason, the test being apply is revised at any time during the research. The possibility of a pretest treatment interaction is also accelerated with the use of several pretest.

Table 1. Design of the Study

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental group	√	Using Dictation	√

Control group	√	Using Conventional Method	√
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### Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). This study is an experiment research and uses static group comparison design. This design needs two groups being compared; one is experimental group and the other is control group. Then, the writer decides to take 40 out of the population as the sample of this research and group them as experimental class and control class. This consideration is also based on (Sugiyono, 2017) "Total population sample is a technique sampling where the entire population that meet the criteria (e.g. specific skill, experience, class, etc.) are included in the research being conducted". Total population sample used where the number of the population is less than 100. The sample's characteristics in this research are all the students of the first grade of SMP PAB Utama who learning English subject, with the total of students is 40.

Tabel 2. Samples

Group	Technique	Samples	
		Class	Students
Experimental	Dictation	VII-1	20 Students
Controlled	Conventional Method	VII-2	20 Students
<b>Total</b>			<b>40 Students</b>

### Variable

Since this study is concerned with the experimental research, there are two variables that it has, namely: dependent and independent variables. The dependent variable in this study is the students' listening ability, while the independent one is dictation. Listening is one of four English language skills that should be master for the learner of English. Students should practice

their listening ability to reach the functional level to communicate spoken and written. By dictation the writer expect that will help the students to improve their listening ability.

### Instrument

To collect the data the writer used a multiple choice as the instrument of listening test. It consist of 20 questions. The test was conducted twice, pretest and post-test in order to know the effect of dictation in teaching listening.

## IV. DATA ANALYSIS

Students in the control class was given the learning listening by applying the conventional method, that is the lecture method commonly applied by the teacher. At the first lesson students are given writing descriptive test by choosing one theme from the teacher as a pre-test, and at the end of the same test but with different theme as a post-test.

Based on the data, it showed that the score of **students' pre-test and post-test in the control class** were different. The mean of students' score in the pre-test was 59.25 with the lowest score is 45 and the highest score was 70. Meanwhile the mean score of post-tests was 67.25 with the lowest score is 55 and the highest score is 80.

Students in the experimental class in this study received different treatment with students in the controlled class. In this case the students in the experimental class was given the learning by applying dictation method while teaching listening.

Based on the data, it showed that the score of **students' pre-test and post-test in the experimental class** the mean of students' score in the pre-test was 58 with the lowest score was 45 and the highest score was 70. Meanwhile the mean score of post-tests was 74.25 with the lowest score was 60 and the highest score was 85.

Before going to test the hypotheses, the writer tested the normality and the

homogeneity of the test. To know the data was normal or not, so the researcher used Kolmogorov-Smirnov and Shapiro Wilk.

**Normality of Pre-Test:** by using Kolmogorov-Smirnov table can be seen that the significance of the pre-test in experimental class is 0.200. It means that the data are normally distributed because of  $0.200 > 0.05$ . Whereas, in controlled class the significance level of the pre-test is 0.47. It means that the data are also normally distributed because  $0.47 > 0.05$ . In conclusion, the data of the pre-test in both classes are normally distributed.

**Normality of Post-Test:** with the same table of Kolmogorov-Smirnov can be seen the data that the significance of the post-test in experimental class is 0.200. It mean that the data are normally distributed because of  $0.200 > 0.05$ . Whereas, in controlled class the significance of the post-test is 0.200. it mean that the data are also normally distributed because  $0.200 > 0.05$ . In conclusion that the data of the post-test in both classes are normally distributed.

**Homogeneity of Pre-Test:** From the data showed that the significance of pre-test results between controlled and experimental class is 0.683. Therefore, it can be concluded that both classes have the same variant because of  $0.683 > 0.05$ .

**Homogeneity of Post-Test:** The data showed that the significance of post-test results between controlled and experimental class is 0.911. Therefore, it can be concluded that both classes have the same variant because of  $0.911 > 0.05$ . in conclusion that the data of pre-test and post-test in both classes are homogeny.

From the **statistical calculation**, has been known  $t_{count}$  is 1.896. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if  $t_{count} > t_{table}$ . In this research, the writer used the degree of significance 5% where the value of degree of significance 5% is 1.686.

By comparing the value of  $t_{count} = 1.896$  and  $t_{table}$  on the degree of significance 5% = 1.686. The writer concluded that the hypothesis  $t_{count}$  is higher than  $t_{table}$ ;  $1.896 > 1.686$ . It means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, the using dictation method is effective on increasing students' listening ability.

The results showed that the application of the dictation method is better than conventional methods and could train students in listening. This is also supported by the results of the post-test.

From the results, there are differences between the post-test in the experimental class and the control class. It can be concluded that the Dictation method is effective when we apply it as a testing device in teaching English to increase students' listening ability.

## V. CONCLUSION

Based on the research findings above, the writer found that students taught by dictation method get higher results than students who are taught conventional methods. It can be proven that in the obtained the mean score from the experimental class was higher (74.25) than the mean score obtained from the control class (67.25). The results of the post- test of both the experimental class and the control class were carried out after do treatment. The test result showed that  $t_o = 1.896$ . It is higher than t-table from the significance level ( $\alpha$ ) of 5% = 1.686. Thus, in accordance with the provisions that have established that the hypothesis accepted if  $t_o > t_{table}$ , then  $1.896 > 1.686$ . It concluded the hypothesis is accepted; it means that there is an effect of using Dictation as a testing device in listening skill to increase students' ability at the first-grade students of SMP PAB Utama

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