

AN UNDERGRADUATE THESIS

THE EFFECT OF DICTATION METHOD ON THE

STUDENTS' LISTENING SKILL AMONG THE

ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR

By :

ANNI ALIMATUL AZIZAH

Student Number : 1501070224



Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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STUDENTS' LISTENING SKILL AMONG THE
ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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ABSTRACT

By:

ANNI ALIMATUL AZIZAH

The objective of the research is to find out whether there is any positive and significant effect of using dictation method on the students' listening skill among the eleventh grader at MA Ma'arif 1 Punggur.

This research is quantitative research. The population of this research was the eleventh grade students. The sample of this research were B class as experimental class which consist of 35 and A class as control class which consist of 35 students established through the total sampling technique. The researcher used test and documentation as the data collecting method. To analyze the data, the researcher used SPSS.

Finding of this research can be concluded of Mann-Whitney Test Sig.(2-tailed) of post test is $0.000 < 0.05$, that H_a is accepted and H_o is rejected, there is a positive and significant effect of using dictation method on the students' listening skill at the eleventh grader of MA Ma'arif 1 Punggur. The conclusion is dictation method has an effect on the students listening skill.

Keyword : *Dictation method, Listening Skill*

**DAMPAK METODE DIKTE PADA KETERAMPILAN
MENDENGARKAN SISWA KELAS XI DI
MA MA'ARIF 1 PUNGGUR**

ABSTRAK

**Oleh:
ANNI ALIMATUL AZIZAH**

Tujuan penelitian ini adalah untuk mengetahui apakah ada dampak positif dan signifikan dari penggunaan metode dikte pada keterampilan mendengarkan siswa kelas XI MA Ma'arif 1 Punggur.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah kelas B sebagai kelas eksperimen berjumlah 35 siswa dan kelas A sebagai kelas kontrol berjumlah 35 siswa, yang ditentukan dengan teknik total sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, peneliti menggunakan SPSS.

Temuan penelitian ini dapat disimpulkan tes Mann-Whitney Sig.(2-tailed) dari post test adalah $0.000 < 0.05$, bahwa H_a diterima dan H_o tidak diterima, ada positif dan pengaruh yang signifikan menggunakan metode dikte terhadap keterampilan mendengarkan siswa kelas XI MA Ma'arif 1 Punggur. Kesimpulannya adalah metode dikte mempunyai pengaruh terhadap keterampilan mendengarkan siswa.

Kata kunci : Metode Dikte, Keterampilan Mendengarkan.



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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR, written by Anni Alimatul Azizah, student number 1501070224, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 23rd December 2019 at 08.00 – 10.00 am.

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APPROVAL PAGE

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MA'ARIF 1 PUNGGUR

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NOTA DINAS

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research which is written by:

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Title : THE EFFECT OF DICTATION METHOD ON THE STUDENTS'
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MA'ARIF 1 PUNGGUR

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munasqah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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NOTIFICATION LETTER

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To The Honorable,
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

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The Undersigned :

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Student Id : 1501070224
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, December 2019
The researcher

A handwritten signature in black ink is written over a yellow 6000 Indonesian postage stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI KEPOROSAN 6000'.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka..

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Yang Menyatakan

A handwritten signature in black ink is placed over a yellow postage stamp. The stamp features the text 'METERAI SEPUL' at the top, a serial number '14500111148521940' in the middle, and the value '6000' at the bottom. The stamp also includes the Indonesian national emblem and the words 'LAKUKAN DENGAN RAHMAT'.

ANNI ALIMATUL AZIZAH
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MOTTO

وَقُلْ رَبِّ زِدْنِي عِلْمًا

And say: My Lord! Increase me in knowledge

(Thaaha : 114)

With the time even a bear can learn to dance.

(Yiddish Proverb)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

*My beloved parents (Mr Drs. Alimin and Mrs Binti Qomariyah) who always
pray and support in their endless love.*

*My beloved brothers (Abdul Malik Ardhoḡi, Muhammad Malik Assyafī) who
always pray and support me.*

*My beloved friends (Shella Elisha, Hety Rohaety, Sartika Sari Resti Fauzi) who
always support me.*

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The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

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3. Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
4. Dr. Widhiya Ninsiana, M.Hum and Syahreni Siregar, M.Hum within their activities, they were still willing to read the undergraduate thesis.
5. My lecturer in English Education Department who always give me knowledge and information.

6. Staff of English Education Department who helped the researcher in processing of administration.
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As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, December 2019
The researcher



Anni Alimatul Azizah
St. Number. 1501070224

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16. Soal Pre-Test
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18. The Documentation Of Research
19. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a mean of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc.

English as international language is very important in this world right now. English is the most important means of International communication. People from all over the world speak English when they meet each other in every international meeting, workshop, conference, or commerce. In every product's leaflet we could see some sentences or words of English. It is because English is the biggest language in the world. English becomes the most essential language in the world. Almost all people from many different countries use it to communicate. For that reason, it is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. As the consequence, all countries in the world use English as one of the subjects studied at school. The purpose is to make the young generation competent in English even though passive or active English, whether to speak fluency or just to understand what people say or to write their opinion to express their idea.

English as an international language is use and learn by people in many countries. Likewise, Indonesia as a developing country tries to bring the next generation to really master and have ability in English. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at every school in Indonesia from kindergarten to university. The main purpose of teaching English as a foreign language is providing the competence of the students to achieve communication competence of English skills such as listening, speaking, reading and writing. To achieve this purpose, Indonesia sets its educational curriculum which is including the teaching English as foreign language. At Senior High School, the students are able to use English as a mean of Communication in both spoken and written form.

English involves four language skills namely: speaking, listening, reading and writing. However, listening is the most important skill which the students should know before mastering speaking skill. Listening skill is the first skill when children start study language.

There are many ways to learn listening skill, one of the ways is we can use technique, method, or media to learn it, so that ways can help the teacher easier in learning listening subject. In this research the researcher used method to learn listening subject. One of the methods that can help to learn listening subject is used dictation method.

Dictation refers to a person reading some text aloud, so that the listeners can write down what is being said. When the teacher use dictation

method, the students will try to write down word for word and they can check their own text and the errors made.

In connection with the background above, the researcher has to conducted a pre-survey at the eleventh grade students of MA Ma'arif 1 Punggur on September 23th 2019 it can be seen that most of students think that listening is difficult such as: most of the students have lack vocabulary and they do not know to pronounce it, the students do not concentrate to the material that they heard and the students forget what they have heard because the material is so fast. Another problem is the student score is low, it can be illustrated in the following table:

Table 1
Data of pre-survey result
Listening test of the eleventh grade of MA M'arif 1 Punggur

No.	Students' Name	Grade	Criteria
1	AHS	70	Complete
2	ANS	70	Complete
3	AM	50	Incomplete
4	AAB	60	Incomplete
5	AH	80	Complete
6	AJF	80	Complete
7	AJP	50	Incomplete
8	DAH	60	Incomplete
9	DA	50	Incomplete
10	DWA	50	Incomplete
11	FAO	60	Incomplete
12	FNA	70	Complete
13	FNH	70	Complete
14	HF	70	Complete
15	IK	60	Incomplete
16	JS	80	Complete
17	JSH	70	Complete
18	KFA	80	Complete
19	LKW	60	Incomplete
20	MBM	60	Incomplete

21	MM	50	Incomplete
22	MHM	70	Complete
23	MHS	80	Complete
24	MIM	60	Incomplete
25	MMA	70	Complete
26	MMH	60	Incomplete
27	NW	60	Incomplete
28	NWA	50	Incomplete
29	RD	40	Incomplete
30	SKS	40	Incomplete
31	SMS	40	Incomplete
32	SCD	50	Incomplete
33	SHK	40	Incomplete
34	WTH	50	Incomplete
35	WMK	50	Incomplete

Source: Listening test result done in pre-survey of the eleventh grade of MA Ma'arif 1 Punggur

Table 2
The Category of the Pre-Survey Result

No	Grade	Frequency	Percentage	Criteria
1	≥ 70	13	37,15%	Complete
2	≤ 70	22	62,85%	Incomplete
Total		35	100%	

Based on the data above, the English standard score in this school is 70. The students of eleventh grade of MA Ma'arif 1 Punggur are categorized by two criteria namely complete and incomplete. Referring to the data above it can be concluded that the students listening skill is low. It indicates that 22 students (62,85%) is incomplete and 13 students (37,15%) is complete. It is recognized that the number of students who are able to achieve the standard minimum less than the number of students who are not to achieve the

standard minimum. It means that the students at the eleventh grader of MA Ma'arif 1 Punggur have insufficient listening skill.

In every learning process that is done there must be an effect. In terms, the use of techniques, methods or learning media, it will certainly cause various effects in the learning process. Although the effects will be caused are differently for each student.

In this research the method used is the dictation method to learn listening subject. In the use of this method, there will definitely be an effect. Therefore, this research aims to determine whether the use of the dictation method has an effect that is generated in the learning process especially in learning listening subject for eleventh grader students of MA Ma'arif 1 Punggur.

Based on the background above, the researcher conduct a research entitled “THE EFFECT OF DICTATION METHOD ON THE STUDENTS’ LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA’ARIF 1 PUNGGUR” and the research will conduct at the eleventh grader of MA Ma'arif 1 Punggur.

B. Problem Identification

Based on the background of study above, the researcher identified the problem as follows:

1. Most of the students have lack vocabulary.
2. They do not know to pronounce the word.
3. The students do not concentrate to the material that they heard.

4. The students difficult to write the word that they heard with the correct spelling.

C. Problem Formulation

Based on the background of study above, the problem formulation in this research “Is there any effect of using dictation method on the students listening skill among the eleventh grader at MA Ma’arif 1 Punggur?”

D. Problem Limitation

The researcher focused to know the effect of dictation method on the students listening skill among the eleventh grader at MA Ma’arif 1 Punggur.

E. Object And Benefit Of Study

1. The object of the study

This research is aimed to know the effect of dictation on the listening skill. In details, this research has the objective is to know the effect of the dictation method on the students listening skill.

2. The benefit of the study

- a. Students

Hopefully, the result of this research can motivate the students to increase their listening skill

- b. Teachers

This research is expected to support the teacher in teaching English to develop the quality of learning process and as information resource to be one of method that can be use by the teacher, so that the purposes in teaching and learning activities can be reached.

c. Headmaster

Give information to the headmaster of MA Ma'arif 1 Punggur in order to know the effect of dictation method on the students listening skill.

F. Prior Research

Based on the research entitled “Dictation as a Language Learning Tool.” The research is conducted by Semin Kazazoğlu from *Procedia: Social and Behavioral Sciences*. This study investigates the use of dictation with intermediate students and the dictation papers of the students are analyzed and word errors which can also be defined as semantic mistakes are listed.¹

In addition, the research entitled “The Effectiveness of Dictation Method in College English Vocabulary Teaching.” The research is conducted by Qu Tang from College of Foreign Studies of Guilin University of Technology, China. This study investigated The Effectiveness of Dictation Method in College English Vocabulary Teaching²

Furthermore, the research entitled “The Use of Note-Taking in Teaching Dictation to Improve Student Listening Skill: An Experimental Study at SMAN2 JONGGAT Academic Years 2014/2015.” The research is conducted by Zakaria from English Education Program Language and Art

¹ Semin Kazazoğlu, “Dictation As A Language Learning Tool”, *Procedia Social and Behavioral Sciences*, 2012

² Qu Tang, “The Effectiveness of Dictation Method in College English Vocabulary Teaching”, *ACADEMY PUBLISHER Manufactured in Finland*, Vol. 2, No. 7, 2012

Department Faculty of Teaching Training and Education at Mataram University.³

Based on the research above, dictation method as a language learning device and the similarities with this research is use dictation, and then the different with this research is the dictation is used to teach vocabulary, to analyzed word errors, and to improve listening skill. Therefore, the writer will conduct the research to investigate the effect of dictation method on the students' listening skill. Moreover, the research will be taken on the eleventh grader students of MA Ma'arif 1 Punggur.

³ Zakaria, *"The Use of Note-Taking in Teaching Dictation to Improve Student Listening Skill: An Experimental Study at SMAN 2 JONGGAT Academic Years 2014/2015,"* Mataram University

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Listening

a. Definition of Listening

According to Byrnes, listening plays an important role in building a student's understanding which is then crucial for developing of other language skills. On the other hand, Hadley illustrates listening as a problem solving activity where initially the student will form a hypothesis about what they hear later several inferences are formulated to build the intended meaning of the speech. After having processed all the ambiguities and uncertainties, students will finally retain the exact required meaning of that speech.¹

Listening is a receptive skill and receptive skills give way to productive skills.² Moreover, Sarıçoban, argues that listening is the ability to identify and understand what others are saying. He claims that this 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.

¹ Dr. Fayza Saleh AL-Hammadi, "The Effectiveness of Using a Multi-media Software in Developing Some Listening Skills Among Saudi Secondary School Students", King Faisal University – Al-Ahsa Kingdom of Saudi Arabia, Damascus University Journal, Vol. 27, No (3+4), 2011.

² Mustafa ŞEVİK, "Developing Young Learners' Listening Skills Through Songs", Mehmet Akif Ersoy Üni., Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, Burdur, vol:20 No:1 Kastamonu Eğitim Dergisi, 2012.

Listening is defined as an active, focusing process which allows for a quick and precise analysis of sounds that are heard.³ Larry Vandergrift emphasizes that listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.⁴

Although listening is a passive skill, it needs to be an active and demanding process of interpreting information from sound and picture clues. Improving listening skills in a second language is not easy since students have to process both content knowledge and linguistic knowledge simultaneously while listening.⁵

Based on the explanation above, the researcher conclude that listening is foundation of all skill in language. listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of others speech, and it is hoped that the listeners can give responses of others speech.

³ Fulya Yalc,inkaya, Nuray Bayar Muluk, and Semra S,ahin, "Effects of listening ability on speaking, writing and reading skills of children who were suspected of auditory processing difficulty", *International Journal of Pediatric Otorhinolaryngology* 73, 2009

⁴ Vilmantè Liubinienè, "Developing Listening Skills in CLIL", ISSN 1648-2824 *Kalbu Studijos*. 2009. 15 Nr. * *Studies About Languages*. 2009. No. 15

⁵ Hea-Suk Kim, "Emerging Mobile Apps to Improve English Listening Skills", *Seoul Women's University, Multimedia-Assisted Language Learning*, 16(2), 11-30. 2013.

b. Types of Listening

According to I.S.P Nasution and Jonathan Newton, there are two types of listening as follow:

- 1) Listening typically associated with the transfer of information (transactional listening).
- 2) Listening typically associated with maintaining social relations (interactional listening).

We can distinguish traditional, conventional views of listening. From more cotemporary views. Listening associated with transmission of information, that is with one way listening. This can be seen in the extensive use of monologues in order listening materials. While this is fine if we are relating primary to listening in academic contexts. For example it fails to capture the richness and dynamics of listening as it occurs in everyday interactions (two way listening) most contemporary materials reflect this re-emphasis with a move toward natural sounding dialogue.⁶

According to H. Douglas Brown, the types of listening skill is classroom are:

⁶ I.S.P. Nasution and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Rouledge 270 Madison Ave, 2009), P.40

1) Reactive

Sometime human want a learner simply that to listen to the surface structure utterance to purpose repeating it back.

2) Interactive

Listening skill that can include all five of the above types as learners actively participate in discussion, debates, conversation, role plays, and other way or group work.⁷

c. Kinds of Listening Skill

According to I.S.P Nasution and Jonathan Newton, the kinds of listening skill are:

1) Bottom-up

Bottom-up processing involves perceiving and parsing the speech stream, at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntacticalsemantic, propositional, pragmatic and interpretive.

2) Top-down

Top-down process involves the listener use what they know of the content of communication to predic what the

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), New York, Addison Wesley, 2001, P. 256

message will contain, and use parts of the message to confirm, correct or add to this.⁸

d. Listening Skill Strategies

According to Vilmante Liubiniene to Robbin said that suggest the following of the listening skill strategies task such as:

- 1) Before listening – setting a goal, planning activating, background knowledge, predicting.
- 2) While listening – selective attention, inferring, imagery.
- 3) After listening – clarifying, summarization, elaboration, personalization, is checking the goal, evaluation.⁹

Listening materials in the content lesson concentrate on an academic context, the focus is on the information and the speaker is very often of secondary relevance. Moreover, the primary source of the listening is the teacher himself or herself.

According to Edgar Alberto to Brown states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills.¹⁰

⁸ I.S.P. Nasution and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge 270 Madison Ave, 2009), P.40

⁹ Vilmante Liubiniene, *Developing Listening Skill in CLIL*, ISSN 1648-2824 KALBU STUDIJS: 2009 No. 15, P.90

¹⁰ Edgar Alberto, *The Use of English Songs as a tool to Work on Listening and Culture in EFL Classes*, ISSN 0121-053X: Junio 2010, P.126

Teachers can use post-listening activities to check skill, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

2. Dictation Method

a. The Definition of Dictation

According to Richards and Platt dictation is defined as a technique 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 must try to write down what they have heard as accurately as possible. Moreover, Davis and Rinvulcri defines dictation as decoding the sounds of a language and recoding them in writing.¹¹

Oller states that dictation is a task which requires the processing of temporally constrained sequences of material in the language, divided up the stream of speech and then refers down what is heard requires understanding the meaning of the material. In addition, dictation is also defined as the action of speaking so that somebody can write what one says; a test in which people have to

¹¹ Semin Kazazoğlu, "Dictation As A Language Learning Tool", *Procedia: Social and Behavioral Sciences* 2012

write down a passage that is read aloud, as a way of helping them to learn a language

Fredosen writes that dictation can be as effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English. Dictation can help to diagnose and correct these kinds of errors as well as others. Therefore, dictation is an important activity which enables individuals to gain language skills which will be required throughout life. Dictation, which is defined as transferring the articulated into writing, supports the development of writing and listening skills.¹²

Oller and Streiff state that 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.¹³

In addition, John flowderdew described dictation as a simple technique that the listener listen to an oral text and write down what

¹² Mehmet Gültekin and Emel Güvey Aktay, "Dictation Activities in Reading and Writing Instruction", *Inonu University Journal of The Faculty of Education*, Volume 15, Issue 2, August 2014

¹³ Amir Marzban and Maryam Abdollahi, "The Effect Of Partial Dictation On The Listening Comprehension Ability Of Iranian Intermediate EFL Learners", *International Research Journal of Applied and Basic Sciences* Vol, 5 (2), 2013

they hear, the passage may be presented more than once and it need to be presented in segments, or information units, so the learner has time to process the language and rite it down.¹⁴ While according to Sonya Shafer dictation is useful to reinforce punctuation and grammar by studying a selected sentence or passage from a living book rather than just a list of words.¹⁵

Dictation is a writing activity that involves writing down what someone says or reads out as it is being said or immediately after it is said. The use of dictation as a valuable language teaching and learning technique has gone through a long history and has been used for centuries all over the world. Dictation ensures attentive listening, concentration and teaches students to write from dictation. It equally trains students to distinguish sounds and helps them learn punctuation and develop aural comprehension.¹⁶

Dictation activities in reading and writing instruction are defined important and useful. In addition to these definitions, it is stated that they are the activities which indicate to what extent literacy is taught and help to determine the errors in literacy and check to what extent sounds are learnt. Reviewing the studies in the

¹⁴ John Flowerdew and Lindsey Miller, *Second Language Listening Theory and Practice*, (Cambridge: Cambridge University Press, 2005), P.200

¹⁵ Sonya Shafer, *Education is an Atmosphere, a Dicipline, a Life*, (Georgia: Simply Charlotte Manson, 2007), P.40

¹⁶ Ngozi E Ezenwosu, "Dictation as a Veritable Tool for Language Proficiency on Project Educational Reform in Nigeria", *An International Multidisciplinary Journal, Ethiopia*, Vol. 5 (6), Serial No. 23, November, 2011, p.19

literature, it is observed that teachers utilize dictation as an evaluation method. Within this context, it can be suggested that the teachers' statements concerning dictation activities show consistency with the literature.¹⁷

From the definition above, the researcher can conclude that the definition of dictation refers to a person reading some text aloud, so that the listeners can write down what is being said. Therefore, dictation method is a teaching method where we are required to reconstruct a text by listening and noting down key words.

b. Types of Dictation

There are three types of dictation; classroom dictation, secretarial dictation, and radio dictation.¹⁸

1. Classroom dictation

It is chiefly designed as a test of mechanical writing ability, especially in the realm of spelling and punctuation.

2. Secretarial dictation

Not in a test situation, is dictation by an amanuensis or secretary taking down from an executive. This is frequently done in shorthand or via tape and can be called 'secretarial

¹⁷ Ibid. Mehmet Gültekin and Emel Güvey Aktay

¹⁸ Charles V. Taylor, "Dictation as a Test of English Proficiency" Downloaded from rel.sagepub.com at *Pennsylvania State Univ* on September 19, 2016

dictation.’ It is a practical art, but is complex when it involves acquisition of a non-universal writing system such as shorthand.

3. Radio dictation

A further form of dictation, somewhat similar to the preceding, could be called ‘radio dictation.’ It is once used for weather reports and shipping warnings before tape-recording came into general use. It seems now to be confined to reading out passages from scripture in certain languages for transcription by people in areas where bibles are scarce and tape recordings may be dangerous or expensive.

Sawyer and Silver identifies types of dictation as follows:

1. Phonemic item dictation, involving presentation of individual sounds
2. Phonemic text dictation, whereby learners phonetically transcribe a short text
3. Orthographic item dictation, the dictating of individual words used for testing spelling
4. Orthographic text dictation, using short texts rather than individual words.¹⁹

¹⁹ Semin Kazazoğlu, “Dictation As A Language Learning Tool”, *Procedia Social and Behavioral Sciences*, 2012

According to explanation above, the researcher utilize orthographic item dictation because this type activity will help distinguish between words and the pronunciation.

c. The Procedure of dictation

The procedure of dictation may be as follows:

1. The language teacher reads the text three times
2. During the first reading, the language teacher read the text at normal speed and language learners listen carefully and make no attempt to write.
3. In the second reading, which is done more slowly, language learners write.
4. In the third reading the teacher reads the text at normal speed again and the language learners make some necessary correction.²⁰

The following steps should be systematically followed in order to achieve positive results:

1. Pupils'/students' interest and ability must be considered in choosing materials.
2. The activities must be set from the easiest to the more challenging. Start with materials/works the students are familiar with, that is move from simple to complex exercises.

²⁰ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), P.70

3. Each activity should be conducted twice to make sure the students understand the rules and get used to the ways the activities work.
4. Clear instructions must be given before the start of the activities so that the students understand well what they are expected to do.
5. The teacher should provide sufficient support to the students who may have some difficulties during the activities (so as to avoid boredom).
6. At the end of the dictation activities about five minutes should be given to the students to go through their work to check their spelling mistakes. The time given for this depends on the exercise and sometimes they may be allowed to use reference books or dictionaries.²¹

Dictations typically involve the following steps :

1. Teacher reads a short paragraph once or twice at normal speed.
2. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
3. During the pause, students write exactly what they hear.
4. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.

²¹ Ngozi E Ezenwosu, "Dictation as a Veritable Tool for Language Proficiency on Project Educational Reform in Nigeria", *An International Multidisciplinary*, Vol. 5 (6), Serial No. 23, November, 2011, p.23

5. Scoring of students' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.²²

d. Strategies for dictation method

Dictation should have a focus and employ appropriate strategies.

1. Teachers should take the words that cannot explained and spelled through pronunciation, formation rules and stereotype mode, such as the words with double consonants and homophone affixes, as well as some confusing words. Of course, these representative words that can reveal English pronunciation and formation rules should not be ignored.
2. Teachers should lay emphasis on the dictation frequencies of CET (*College English Test*) 4 and 6 vocabularies so as to make the students familiar with the spelling of the vocabulary. For example, teachers should dictate the bold words, especially the bold words with a sign for several times.
3. From the perspective of memory psychology, too many words per time are not beneficial for memory. Therefore, 20-30 words are appropriate per time.

²² H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, 2nd ed, (Longman, 2000) P. 343

4. Independent revision to the dictation. College English Teaching Requirements encourage independent learning and require the students to finish learning task independently under the guidance of teachers. Therefore, the teacher should formulate strict requirements and the students must correct their spelling mistakes independently.
5. Dictation scores should be counted as a part of daily scores.²³

e. The Advantages of Dictation

Montalvon has earlier remarked that there are at least twenty advantages of dictation but 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 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 peers correction of written dictation leads to oral communication.²⁴

²³ Qu Tang, "The Effectiveness of Dictation Method in College English Vocabulary Teaching", *ACADEMY PUBLISHER Manufactured in Finland*, Vol. 2, No. 7, 2012

²⁴ Ngozi E Ezenwosu, "Dictation as a Veritable Tool for Language Proficiency on Project Educational Reform in Nigeria", *An International Multidisciplinary*, Vol. 5 (6), Serial No. 23, November, 2011, p.22

f. The Disadvantages of Dictation

Traditional dictation is not a great oral comprehension exercise since it has little to do with authentic communication. Dictations are in fact written passages that are read out loud so they do not help students to understand the difference between the oral and the written language. Furthermore they are read at a slower pace than people speak normally and are therefore of little value to help students understand the language spoken by natives.

1. Memorizing, the short term memory can be “overwhelmed” if they is too much that the student does not understand.
2. Writing respecting the relation between sounds and letters is next to impossible if the student did not understand and guessing does not always work. There is a great deal of emphasis put on spelling mistakes in a dictation yet there is very little work done to help the students to perceive the basic sound-spelling correspondences revealed by their dictation errors.
3. Syllabic but depends on a rhythmic group and which has no break between syllables.²⁵

²⁵ Zakaria, “*The Use of Note-Taking in Teaching Dictation to Improve Student Listening Skill: An Experimental Study at SMAN 2 JONGGAT Academic Years 2014/2015,*” Mataram University

B. Theoretical Framework and Paradigm

4. Theoretical Framework

There are two variable in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Dictation Method, and the dependent variable (Y) is the listening skill.

Dictation is refers to a person reading some text aloud, so that the listeners can write down what is being said. Therefore, dictation method is teaching method where we are required to reconstruct a text by listening and noting down key words. Moreover, this method can stimulate the potential capability of the students. Therefore, by using dictation method will be able to know the effect toward listening skill.

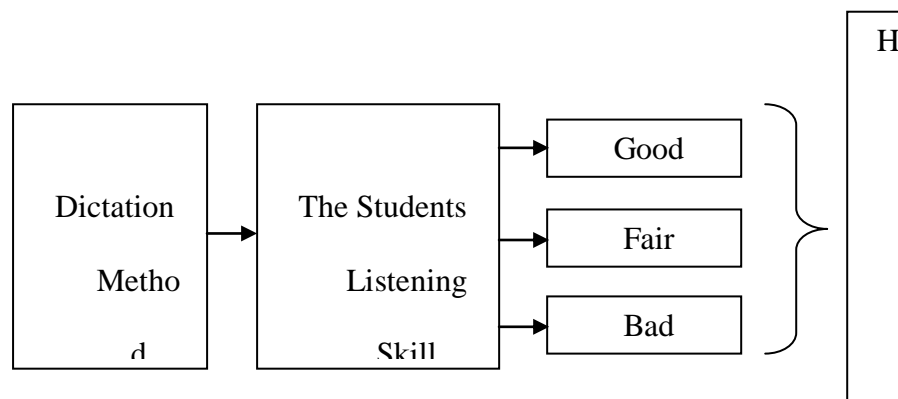
Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning.

Theoretical framework in this research is if dictation method is success, the grades of listening skill are also high. However, if dictation method is fail, the grades of listening skill are also low.

5. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 1
The Paradigm of the effect of dictation method
on the students listening skill



Based on the figure above, the researcher can conclude that if by using dictation method and the students listening skill is good, it is positive and significant effect between dictation method and listening skill. While, if by using dictation method and the students listening skill is Bad, its mean there is no positive and significant effect between dictation method and listening skill at the eleventh grader of MA Ma'arif 1 Punggur.

C. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis is as follow:

1. Alternative Hypothesis (H_a)

There is a positive and significant effect of using dictation method on the listening skill among the eleventh grader at MA Ma'arif 1 Punggur.

2. Null Hypothesis (Ho)

There is no a positive and significant effect of using dictation method on the listening skill among the eleventh grader at MA Ma'arif 1 Punggur.

CHAPTER III

RESEARCH METHOD

A. Research Design

There are basically three types of research that can be used in education scope namely qualitative, quantitative, and classroom action research. According to Creswell's quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion²⁹ Going to this statements, the writer would conducted the research using the quantitative research in order to find out the effect of dictation method on the students' listening skill.

In this research, the researcher used two classes. The first class as experimental class that receives the treatment teaching listening by using dictation method and had pre-test and post-test which is done before and after treatment to compare the effect from treatment. The second class as controlled class that not receives the treatment but had to do pre-test and post-test.

Based on the explanation propounded above, the researcher conducted this research at MA Ma'arif 1 Punggur. In this research, the researcher investigates the effect of dictation method on the students' listening skill at

²⁹ Cresswell W. John, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd ed*, (Lincoln: SAGE Publication: 2009) p.4

the eleventh grader of Ma Ma'arif 1 Punggur. The representation would be shown by using the informative and detailed data. It is aimed to find out the effect of dictation method on the students' listening skill at the eleventh grader of Ma Ma'arif 1 Punggur.

B. The Operational Definition of Variable

1. Independent Variable

The independent variable in this research is dictation method. Dictation refers to a person reading text aloud and the listeners write what they listen. Teaching listening by using dictation method means that the researcher is going to know the effect of dictation method on the students listening skill.

The researcher gave a test to measure the effect of dictation method. That is fill in the blank. The researcher gave fill in the blank sheet for each students, the fill in the blank sheet will be read twice including the answer at normal speed then the student fill the blank words with the word that had been heard and the spelling had to be correct. To measure the test is depend on the maximum score and the number of question, if the number of question is 20 items and the maximum score is 100, then the score for each item is 5.

The positif and significant effect of using dictation method can be seen from the students result. If there is any effect in the result from pre-test to post-test, in means there is positive and significant effect between dictation method and listening skill.

Moreover, based on the explanation above that were indicators of the effect of dictation method as follow:

- a. The student can listen what the teacher dictated.
- b. The student can write the spelling correctly

2. Dependent Variable

Dependent variable in this research is listening skill. In this research the students could get knowledge about listening skill by using dictation method.

This variable could be measured by using test. It consisted of 20 questions namely fill in the blank. There were some indicators that should be gain by students in this variable they were:

- a. The students can listen what the teacher said.
- b. The Students can complete the missing of the word.

C. Population, Sample, and Sampling Technique

1. Population

The populations of the research are all of the students at the eleventh grade of MA Ma'arif 1 Punggur. It has two classes. It is A and B class. For A class consists of 35 students and B class consists of 35 students, so the population in this research is 70 students.

2. Sample

The researcher took two classes. The first class is A class as the controlled class that consist of 35 students. The second is B class as the

experimental class that will receive the treatments and it consists of 35 students.

3. Sampling Technique

The sampling technique applied in this research is total sampling because the population of the research is less than 100, so the whole population is the sample. The samples taken from this research are 70 students. Then, the researcher chooses class B for the class that receives the treatments or as the experiment class because this class based on data pre-survey got the lowest score in listening, and A class as the controlled class.

D. Data Collection Method

In the data collecting procedure, there were three steps that have to follow in this research:

1. Test

Test is used for getting data research result and students' activities in teaching learning. There are two tests used in this research as follows:

a. Pre-test

Pretest was given to the students before giving the treatment which dictation method. There were 20 questions given. The questions are fill in the blank.

b. Post-test

After gave the treatment, the researcher gave the post test to the students' to find out the result of the treatment whether the used of dictation method was effective or not on the students' listening skill.

2. Documentation

In conducting this research process, the researcher collected some appropriate documents by means of the data from report dictation, report listening, the history of school, listening books, the international journals related to the theories between dictation method and listening skill.

E. Research Instruments

The functional of using research instrument was also to get the data that useful when the researcher has done to collect information in the field. the research instrument are:

1. Instrument Blueprint

The research instruments used in this research are:

- a. The instrument is used to collect the data by using test. The test is fill in the blank. The instrument is used for pre-test and post-test. Pre-test conducted before implementation the treatments. Post-test is used to get data of the students listening skill after giving treatments.

Then the researcher found out whether there is an effect of the result between the pre-test and post-test.

b. The instrument used in documentation method is documentation guidance, as follow:

- 1) Documentation about condition of the teachers in MA Ma'arif 1 Punggur.
- 2) Documentation about condition of the students in MA Ma'arif 1 Punggur.

2. Instrument Calibration

Instrument calibration is the scale of measurement that was used to decide the instrument standard that used. Therefore, the researcher used standard test in written test namely fill in the blank, total number of the test was 20 questions. The score of the correct answer of each question is 5 so the total of the score is 100.

F. Data Analysis Technique

To investigate whether there is any positive and significant effect of dictation method on the students listening skill among the eleventh grade at MA Ma'arif 1 Punggur, the researcher analyzed the result of pre-test and post-test by using t-test or Mann-whitney test which is helped by SPSS (Statistic Package for the Social Science).

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The History of MA Ma'arif 1 Punggur

MA ma'arif 1 Punggur was established on 1985 the beginning namely MA Ma'arif 2 Punggur under the institution Ma'arif NU Punggur, then on 2004 change to MA Ma'arif 1 Punggur.

Madrasah had been change the status along with the time, as follows:

1. Registered (1990 – 1993)
2. Avowed (1993 – 2009)
3. Accreditation C (2009 – 2015)
4. Accreditation B (2015 – 2020)

From 1985 up to now, MA Ma'arif 1 Punggur had been lead by the following headmasters:

TABLE 3
Principal's Data

No	Name	Period
1	Rubilan	1985 – 1990
2	Sg. M. Usman	1990 – 1995
3	Langgengno Karma, B.Sc	1995 – 1999
4	Bashori, S.Ag	1999 – 2007

5	M. Solekhan, S.Pd	2007 – 2008
6	Fatchurrahman, S.Pd	2008–2014
7	Budi Raharjo, S.Si	2014 – Now

Source : Documentation of MA Ma'arif 1 Punggur

On 2012 MA Ma'arif 1 Punggur had been change under the institution LP Ma'arif NU Punggur to be under the institution Baitul Mustaqim Foundation Punggur.

b. The Condition of Building

MA Ma'arif 1 Punggur has infrastructure to support its teaching-learning process, including extracurricular activities. MA Ma'arif 1 Punggur has following buildings:

Table 4
List of Buildings in MA Ma'arif 1 Punggur

No	Name of Building	Total
1	Classroom	9
2	Principal Room	1
3	Vice Principal Room	1
4	Teacher Room	1
5	Staff Room	1
6	Mosque	1
7	Guidance and Counseling Room	1
8	School Medical Room	1
9	Student's Bathroom	1
10	Teacher's Bathroom	1
11	Library	1

12	Science Lab	1
13	Computer Lab	1
14	Sew Lab	1
15	OSIS Room	1
16	Canteen	1
17	Warehouse	1
18	Guard House	1
19	Teacher Parking Place	1
20	Student Parking Place	1
21	Yard	1

Source : Documentation of MA Ma'arif 1 Punggur

c. The Condition of Teachers and Official Employees

The numbers of teachers and official employees in MA Ma'arif 1 Punggur can be identified as follows:

Table 5
The Data of the Teachers and Official Employees
In MA Ma'arif 1 Punggur

No	Name	Gender	Occupation
1	Suratman Ds. A. Ma.	M	Art and Culture
2	Syamsudin Arif	M	Qur'an Hadits
3	Imam Tohari, BA.	M	Aqidah Akhlak
4	Bashori, S.Ag., M.Pd.I.	M	Civics
5	Dra. Istinah Laksiastuti	W	Biology
6	Budi Raharjo, S.Si.	M	Physics / Headmaster
7	Ummu Faridatul Hanifah. S.Ag.	W	Chemistry
8	Siti Nur Khotimah, S. Pd.	W	English Language

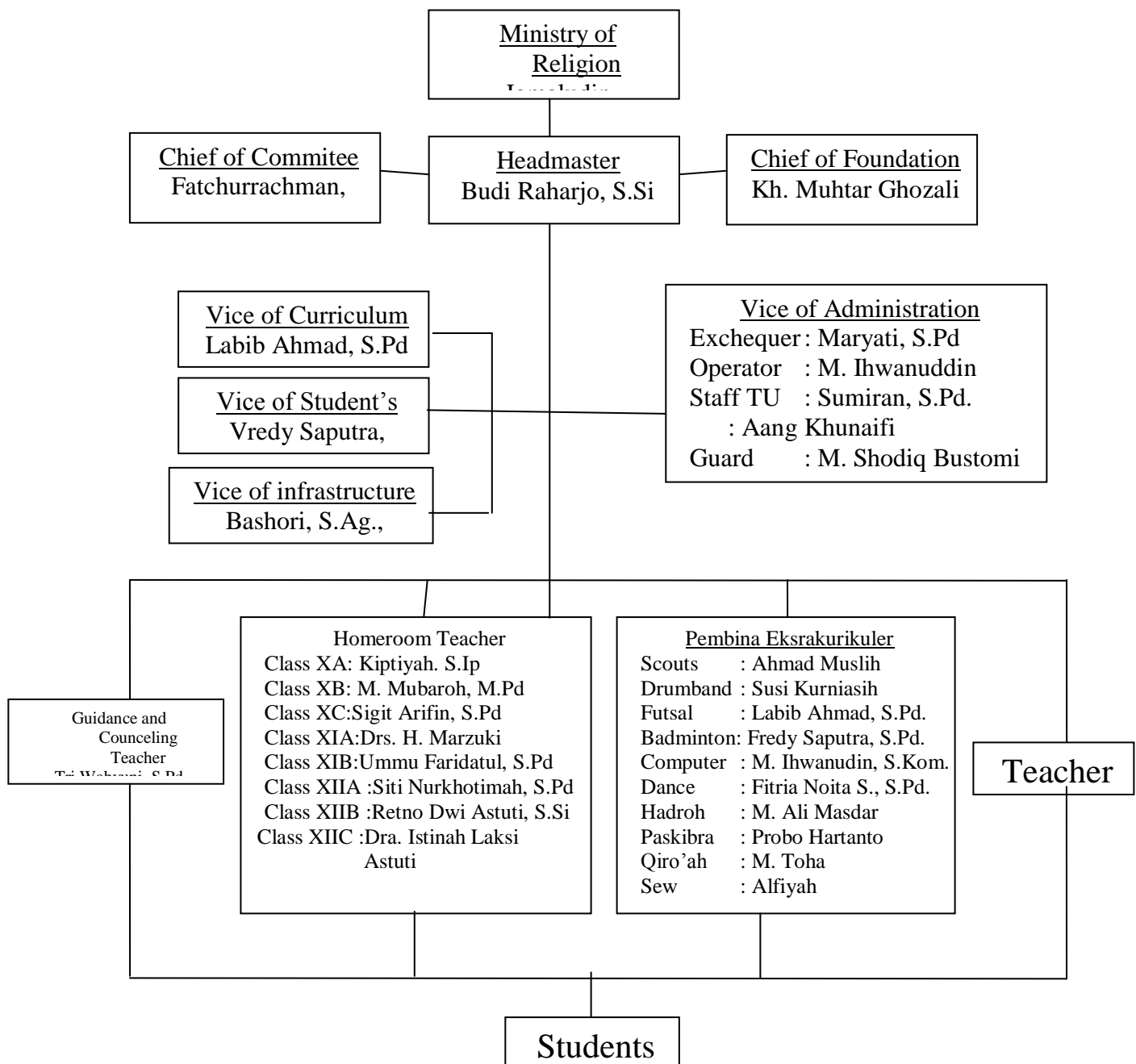
9	M. Toha	M	Mulok
10	Maryati, S.Pd.	W	Indonesia Language
11	Kiptiyah, S.Ip.	W	English Language
12	Retno Dwi Hastuti, S.Si.	W	Mathematics
13	M. Mubarroh, S.Pd, M.pd.	M	Mathematics
14	Sigit Arifin, S.Pd	M	Vocational and entrepreneurship
15	Drs. Marjuki	M	Fiqih
16	Labib Ahmad, S. Pd.	M	Sport
17	Sumiran, S.Pd.	M	The Culture History of Islam
18	Siti Al Qomariyah, S. Pd.	W	Arabic Language
19	M. Ikhwanudin, S. Kom.	M	OPERATOR
20	Tri Wahyuni, S. Pd.	W	Counseling Teacher
21	Sri Ratna Hayati, S. Pd.	W	Physics
22	Vredy Saputra, S. Pd.	M	The History of Indonesia
23	Aang Khunaifi	M	Administration Staff
24	M. Shodiq Bustomi	M	Guard
25	Riza Ayunda, S.Pd.	W	Biology
26	Rusli Haikal Afandi, S.Pd.	M	Physics
	Fitria Novita Sari, S.Pd.	W	Art and Culture

Source : Documentation of MA Ma'arif I Punggur

d. The Organization Structure of MA Ma'arif 1 Punggur

The personnel of the organization in MA Ma'arif 1 Punggur are:

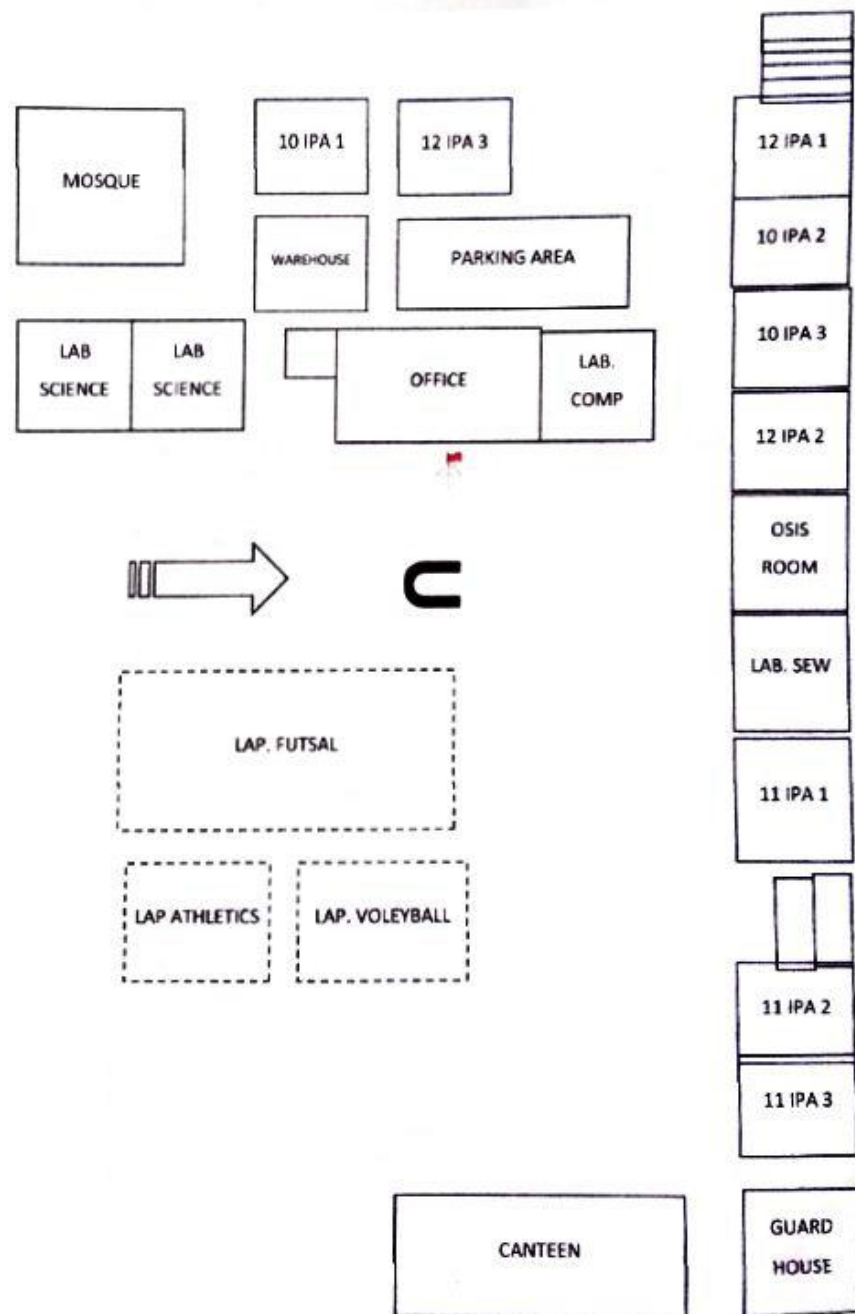
Figure 2



Source : Documentation of MA Ma'arif 1 Punggur

e. The Sketch of The Location of MA Ma'arif 1 Punggur

Figure 3
The Sketch of MA Ma'arif 1 Punggur



2. Description of Research Data

a. The Result of Pre-Test Score (Experimental Class)

To measure the students' listening skill the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in this research was written test. The result of pre-test can be identified as follows:

Table 6

The Result of Pre-Test (Experimental Class) in Listening Skill at the Eleventh Grade of MA Ma'arif 1 Punggur

No	Name of Student's	Pre-Test Score	Explanation
1	AAZ	35	Bad
2	AJ	55	Bad
3	AM	50	Bad
4	ATO	45	Bad
5	AA	60	Bad
6	AK	35	Bad
7	AAD	60	Bad
8	AF	50	Bad
9	AA	35	Bad
10	AC	60	Bad
11	ARAJ	30	Bad
12	BZKE	55	Bad
13	BM	45	Bad
14	BTIS	50	Bad
15	CDA	30	Bad
16	DF	35	Bad
17	DR	35	Bad
18	DF	30	Bad
19	DP	60	Bad
20	EF	30	Bad
21	ES	55	Bad
22	MK	55	Bad
23	NF	45	Bad

24	RG	55	Bad
25	RO	65	Bad
26	RNJ	50	Bad
27	RS	30	Bad
28	SM	50	Bad
29	SR	20	Bad
30	SL	25	Bad
31	TI	45	Bad
32	VA	50	Bad
33	WNS	40	Bad
34	YSH	35	Bad
35	ZA	30	Bad
TOTAL		1535	
AVERAGE		43,9	
HIGHEST SCORE		65	
LOWEST SCORE		20	

Source: the result of pre-test of students' listening skill

The test was followed by 35 students. The highest score was 65 and the lowest score was 20 with the total score 1535 and average 43,9. Based on the data, the researcher measured the class interval.

$R = \text{the highest score} - \text{the lowest score}$

$$= 65 - 20$$

$$= 45$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{45}{6}$$

$$= 7,5 = 8$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

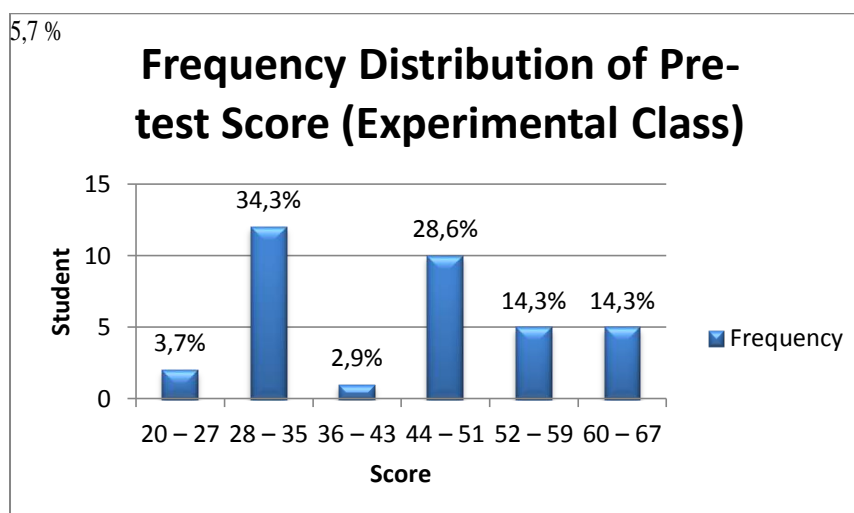
The total of class interval of this result pre-test was 8. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 7
The Table of Frequency Distribution of Pre-Test Score
(Experimental Class)

No	Interval	Frequency	Percentage
1	60 – 67	5	14,3 %
2	52 – 59	5	14,3 %
3	44 – 51	10	28,6 %
4	36 – 43	1	2,9 %
5	28 – 35	12	34,3 %
6	20 – 27	2	5,7 %
Total		35	100 %

If the data was put into graphic, it can be seen as follow:

Graph 1



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, just 5 student who got the higher score, which is 65. The data revealed that 2 students got the score between 20 – 27 or as many as 5,7 %. Next, there were 12 students got the score between 28 – 35 or as many as 34,3 %. There were 1 students who got the score between 36 – 43 or in the other words, as many as 2,9 %, meanwhile, there were 10 students who got the score between 44 – 51 or as many as 28,6 %. Besides, there were 4 students who got the score between 52 – 59 or as many as 14,3 %. The last, there were 5 students who got the score between 60 – 67 or as many as 14,3 %.

b. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students listening skill, the researcher conducted the treatment to help the students in listening skill by using dictation method.

After the students has been given the treatment the researcher gave the post-test to measure their skill in listening with different questions. The post-test was carried out in order to intend the students' listening skill after treatment. The result of post-test can be identified as follows:

Table 8
Post-Test (Experimental Class) in Listening Skill With Dictation
Method at the Eleventh Grade of MA Ma'arif 1 Punggur

No	Name of Student's	Pre-Test Score	Explanation
1	AAZ	85	Good
2	AJ	85	Good
3	AM	90	Good
4	ATO	85	Good
5	AA	85	Good
6	AK	70	Fair
7	AAD	70	Fair
8	AF	75	Good
9	AA	85	Good
10	AC	75	Good
11	ARAJ	80	Good
12	BZKE	90	Good
13	BM	70	Fair
14	BTIS	70	Fair
15	CDA	75	Fair
16	DF	80	Good
17	DR	75	Good
18	DF	75	Good
19	DP	85	Good
20	EF	80	Good
21	ES	70	Fair
22	MK	85	Good
23	NF	90	Good
24	RG	85	Good
25	RO	85	Good
26	RNJ	75	Good
27	RS	75	Good
28	SM	80	Good
29	SR	70	Fair
30	SL	75	Good
31	TI	75	Good
32	VA	85	Good

33	WNS	75	Good
34	YSH	75	Good
35	ZA	75	Good
TOTAL		2760	
AVERAGE		78,9	
HIGHEST SCORE		90	
LOWEST SCORE		70	

Source: the result of post-test of students' listening skill

The test was followed by 35 students. The highest score was 90 and the lowest score was 70 with the total score 2760 and average 78,9. Based on the data, the researcher measured the class interval.

$R = \text{the highest score} - \text{the lowest score}$

$$= 90 - 70$$

$$= 10$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{10}{6}$$

$$= 1,7 = 2$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

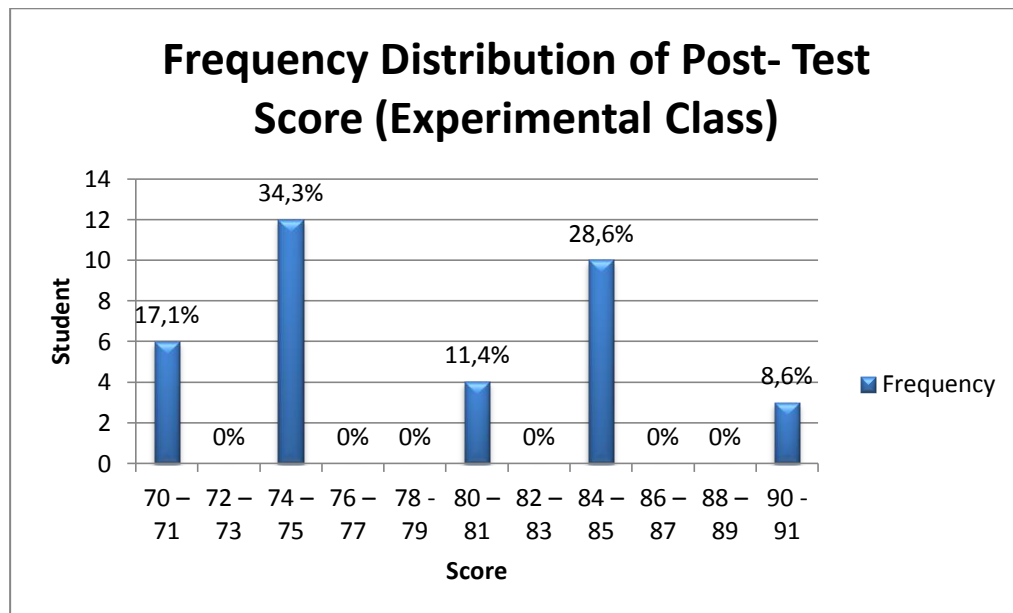
The total of class interval of this result pre-test was 2. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 9
The Table of Frequency Distribution of Post-Test Score
(Experimental Class)

No	Interval	Frequency	Percentage
1	90 - 91	3	8,6 %
2	88 – 89	0	0 %
3	86 – 87	0	0 %
4	84 – 85	10	28,6 %
5	82 – 83	0	0 %
6	80 – 81	4	11,4 %
7	78 - 79	0	0 %
8	76 – 77	0	0 %
9	74 – 75	12	34,3%
10	72 – 73	0	0 %
11	70 – 71	6	17,1%
Total		35	100 %

If the data was put into graphic, it can be seen as follow:

Graph 2



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, just 3 student who got the higher score, which is 90. The data revealed that 6 students got the score between 70 – 71 or as many as 17,1%. There was no students who got the score between 72 – 73. Next, there were 12 students got the score between 74 – 75 or as many as 34,3%. Besides, there was no students who got the score between 76 – 77 and 78 - 79. Then, there were 4 students who got the score between 80 – 81 or in the other words, as many as 11,4 %, meanwhile, there was no students who got the score between 82 – 83. There were 10 students who got the score between 84 – 85 or in the other words, as many as 28,6 %. Furthermore, there was no students who got the score between 86 – 87 and 88 – 89. The last, there were 3 students who got the score between 90 - 91 or as many as 8,6 %.

c. The Result of Pre-Test Score (Control Class)

To measure the students' listening skill the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in this research was written test. The result of pre-test can be identified as follows:

Table 10

The Result of Pre-Test (Control Class) in Listening Skill at the Eleventh Grade of MA Ma'arif 1 Punggur

No	Name of Student's	Pre-Test Score	Explanation
1	APS	60	Bad
2	AAI	65	Bad
3	AF	55	Bad
4	AD	70	Fair
5	AW	55	Bad
6	DDA	60	Bad
7	DO	40	Bad
8	DR	60	Bad
9	EM	55	Bad
10	ES	45	Bad
11	EYS	55	Bad
12	FNF	65	Bad
13	FA	50	Bad
14	GKC	60	Bad
15	IS	40	Bad
16	KK	60	Bad
17	LI	55	Bad
18	LNF	70	Fair
19	LS	75	Good
20	MAM	80	Good
21	MAHNS	45	Bad
22	MHAF	65	Bad
23	MJNK	70	Fair
24	MKF	55	Bad
25	MRS	60	Bad

26	MOS	50	Bad
27	MH	60	Bad
28	MM	70	Fair
29	NA	80	Good
30	NLA	75	Good
31	RFC	55	Bad
32	RIS	65	Bad
33	SL	70	Fair
34	TSP	75	Good
35	UT	40	Bad
TOTAL		2110	
AVERAGE		60,3	
HIGHEST SCORE		80	
LOWEST SCORE		40	

Source: the result of pre-test of students' listening skill

The test was followed by 35 students. The highest score was 80 and the lowest score was 40 with the total score 2110 and average 60,3. Based on the data, the researcher measured the class interval.

$R = \text{the highest score} - \text{the lowest score}$

$$= 80 - 40$$

$$= 40$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,7 = 7$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

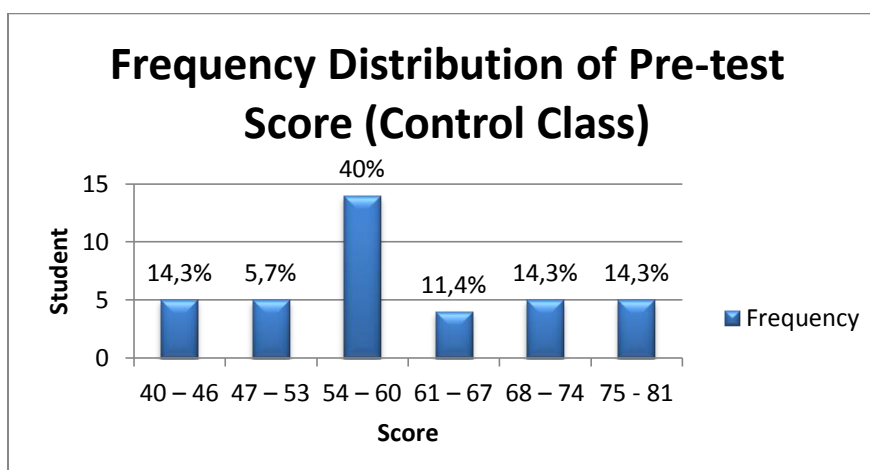
The total of class interval of this result pre-test was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 11
The Table of Frequency Distribution of Pre-Test Score (Control Class)

No	Interval	Frequency	Percentage
1	75 - 81	5	14,3 %
2	68 – 74	5	14,3 %
3	61 – 67	4	11,4 %
4	54 – 60	14	40,0 %
5	47 – 53	2	5,7 %
6	40 – 46	5	14,3 %
Total		35	100 %

If the data was put into graphic, it can be seen as follow:

Graph 3



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, just 5 student who got the higher score, which is 80. The data revealed that 5 students got the score between 40-46 or as many as 14,3%. Next, there were 2 students got the score between 47 – 53 or as many as 5,7%. There were 14 students who got the score between 54 – 60 or in the other words, as many as 40%, meanwhile, there were 4 students who got the score between 61 – 67 or as many as 11,4%. Besides, there were 5 students who got the score between 68 - 74 or as many as 14,3%. The last, there were 5 students who got the score between 68 - 74 or as many as 14,3%.

d. The Result of Post-Test Score (Control Class)

The researcher gave the post-test to measure their skill in listening with different questions. The post-test was carried out in order to intend the students' listening skill. The result of post-test can be identified as follows:

Table 12
Post-Test (Control Class) in Listening Skill With Dictation Method
at the Eleventh Grade of MA Ma'arif 1 Punggur

No	Name of Student's	Post-Test Score	Explanation
1	APS	75	Good
2	AAI	70	Fair
3	AF	60	Bad
4	AD	70	Fair
5	AW	75	Good
6	DDA	65	Bad
7	DO	70	Fair
8	DR	70	Fair
9	EM	75	Good
10	ES	65	Bad
11	EYS	70	Fair
12	FNF	80	Good
13	FA	70	Fair
14	GKC	65	Bad
15	IS	75	Good
16	KK	75	Good
17	LI	80	Good
18	LNF	80	Good
19	LS	85	Good
20	MAM	60	Bad
21	MAHNS	65	Bad
22	MHAF	70	Fair
23	MJNK	80	Good
24	MKF	65	Bad
25	MRS	70	Fair
26	MOS	65	Bad
27	MH	65	Bad
28	MM	70	Fair
29	NA	75	Good
30	NLA	75	Good
31	RFC	75	Good
32	RIS	75	Good
33	SL	70	Fair
34	TSP	75	Good
35	UT	75	Good
TOTAL		2505	
AVERAGE		71,6	
HIGHEST SCORE		85	
LOWEST SCORE		60	

Source: the result of post-test of students' listening skill

The test was followed by 35 students. The highest score was 85 and the lowest score was 60 with the total score 2505 and average 71,6. Based on the data, the researcher measured the class interval.

$R = \text{the highest score} - \text{the lowest score}$

$$= 85 - 60$$

$$= 25$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{25}{6}$$

$$= 4,1 = 5$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

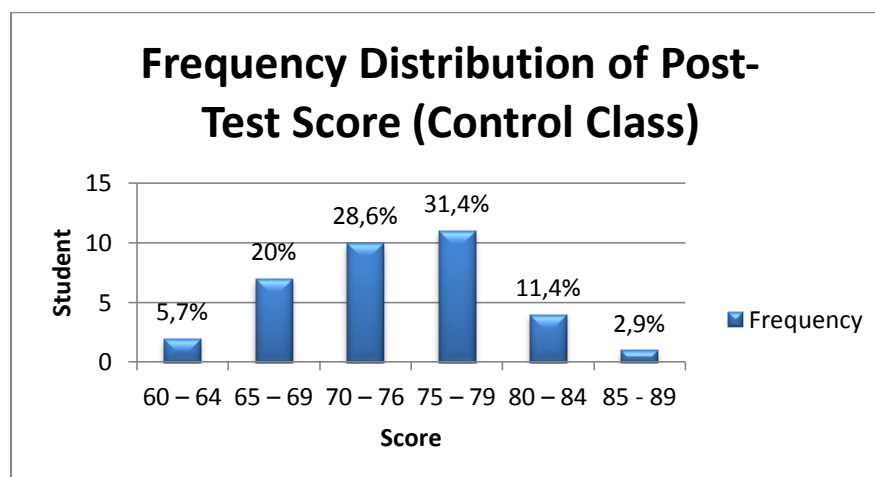
The total of class interval of this result pre-test was 5. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 13
The Table of Frequency Distribution of Post-Test Score
(Control Class)

No	Interval	Frequency	Percentage
1	85 - 89	1	2,9 %
2	80 – 84	4	11,4%
3	75 – 79	11	31,4 %
4	70 – 76	10	28,6 %
5	65 – 69	7	20 %
6	60 – 64	2	5,7 %
Total		35	100 %

If the data was put into graphic, it can be seen as follow:

Graph 4



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, just 1 student who got the higher score, which is 85. The data revealed that 2 students got the score between 60 – 64 or as

many as 5,7 %. Next, there were 7 students got the score between 65 – 69 or as many as 20 %. Besides, there were 10 students who got the score between 70 – 76 or as many as 28,6 %. Then, there were 11 students who got the score between 75 – 79 or in the other words, as many as 31,4 %, meanwhile, there were 4 students who got the score between 80 – 84 or as many as 11,4%. The last, there were 1 students who got the score between 85 – 89 or as many as 2,9 %.

B. The Effect of Dictation Methode on the Students' Listening Skill Among the Eleventh Grader at MA Ma'arif 1 Punggur

After applying Dictation Methode, the researcher analyzed the data by using SPSS in order to prove whether there was a positive and significant effect of using Dictation Method on the students' listening skill among the eleventh grader at MA Ma'arif 1Punggur, as follow (Ha) is accepted, if there was a positive and significant Effect of using Dictation Method on the students' Listening Skill. And (H0) was rejected, if there was no positive and significant Effect of using Dictation Method on the students' Listening Skill

1. Prerequisite Test

a. Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS application.

H0 : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

. Tabel 14
The Result of Normality Test By Using SPSS
Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar ar Siswa	Pre-Test Experimental Class	0.170	35	0.012	0.940	35	0.058
	Post-Test Experimental Class	0.240	35	0.000	0.882	35	0.001
	Pre-Test Control Class	0.115	35	0.200 [*]	0.960	35	0.228
	Post-Test Control Class	0.176	35	0.008	0.939	35	0.050

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above can be conclude that the significancy for all data on Kolmogorov-Smirnov or Shapiro-Wilk Test as follows

1) Tests of Normality Kolmogorov-Smirnov

- a) Pretest experimental class sig = $0.012 < 0.05$, so H_a is rejected and H_o is accepted. It means the data that has been collected is not normally distributed.
- b) Posttest experimental class sig = $0.000 < 0.05$, so H_a is rejected and H_o is accepted. It means the data that has been collected is not normally distributed.
- c) Pretest control class sig = $0.200 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is normally distributed.
- d) Posttest control class sig = $0.008 > 0.05$, so H_a is rejected and H_o is accepted. It means the data that has been collected is not normally distributed.

2) Tests of Normality Shapiro-Wilk

- a) Pretest experimental class $\text{sig} = 0.058 > 0.05$, so H_a is accepted and H_0 is rejected. It means the data that has been collected is normally distributed.
- b) Posttest experimental class $\text{sig} = 0.001 < 0.05$, so H_a is rejected and H_0 is accepted. It means the data that has been collected is not normally distributed.
- c) Pretest control class $\text{sig} = 0.228 > 0.05$, so H_a is accepted and H_0 is rejected. It means the data that has been collected is normally distributed.
- d) Posttest control class $\text{sig} = 0.050 > 0.05$, so H_a is accepted and H_0 is rejected. It means the data that has been collected is normally distributed.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%, which is helped by SPSS application.

H_0 : data homogenous

H_a : data does not homogenous

Tabel 15
The Result of Homogeneity Test by Using SPSS
Test of Homogeneity of Variances (pretest and post test)

Test of Homogeneity of Variances			
Hasil Belajar Siswa			
Levene Statistic	df1	df2	Sig.
1.289	1	68	0.260

Based on the table above it can be concluded that $\text{sig. } 0.260 > 0.05$, so H_0 is accepted. It means that the data is homogenous.

c. Hypothesis Testing

Hypothesis testing is done to know whether there is any significant effect or not to the variable Y. Based on the testing normality and homogeneity it can be seen that the data is not normal and homogeneous. So hypothesis testing which is used is Mann-Whitney Test.

H_0 : there is no significant effect of using dictation method on the students listening skill.

H_a : there is any significant effect of using dictation method on the students listening skill.

Table 16
The Result of Mann-Whitney Test

Test Statistics ^a	
	Hasil Belajar Siswa
Mann-Whitney U	269.000
Wilcoxon W	899.000
Z	-4.148
Asymp. Sig. (2-tailed)	0.000

a. Grouping Variable: Class

Based on the table above can be concluded that $\text{sig. (2-tailed)} = 0.000 < 0.05$, so H_a is accepted and H_0 is rejected. It means that there was positive and significant effect of using dictation method on the students' listening skill.

C. Discussion

This research observed the students' listening skill at the eleventh grader of MA Ma'arif 1 Punggur. The researcher used this class because they have difficulties in Listening skill. So, based on the problem the researcher applied dictation method to help students' in learning Listening skill.

The researcher assumed that teaching and learning by using dictation method could help students' in learning process. Especially in listening skill because this method have a lot of benefit. The benefit of this method is dictation method help student to diagnose and correct grammatical mistakes and then ensures attentive listening and trains students to distinguish sounds, helps learning punctuation and develops aural comprehension. So, it make them easier in listening skill.

Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' listening skill before given by treatment. The result showed that highest score was 65 while the lowest was 20 and the average score was 43,9. After finishing the treatments, the researcher gave the pos-test. The result of the post-test showed that highest score was 90 while the lowest was 70 and the average score is 78,9.

Based on the discussion above, the researcher conclude that dictation method can be a solution for the teacher to help students' in teaching and learning as specially in listening subject because it was proved by the mean score of pre-test that build up from 43,9 before treatment up to 78,9 after treatment.

D. Limitation

This research was conducted at the eleventh grader of MA Ma'arif 1 Punggur. The subject of the research were the eleventh grader. The choice of subject was listening skill by using dictation method. The result of this research show that dictation method success to help students' listening skill systematically.

Therefore, after conducting the research and getting the data test. Observation and documentation, the researcher found some limitations such as there were some obstacles in the students' listening skill. The first was the students' were various, some students have understood about the explanation of the reseacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explain the material using English.

Finally, the result of this research explained that the theory of the possitive and significant effect of using dictation method on the students' listening skill was success in the eleventh grader at MA Ma'arif 1 Punggur at class XI B.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that dictation method had an effect to the students in listening skill at MA Ma'arif 1 Punggur. It can be seen that the students have high motivation in listening skill by using dictation method, and they can listen the text easily by using dictation method. It proven by result of pre test and post test of the students. The student post test score is higher than the students' pre test score. It can be seen by the result of Mann-Whitney Test. Sig.(2-tailed) of post test is $0.000 < 0.05$. It means that there was a positive and significant effect of using dictation method on the students' listening skill at the tenth grader of MA Ma'arif 1 Punggur.

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the teacher

It is suggested to the teacher to use dictation method to help students in listening subject.

2. For the students

It is suggested to the students to be active in learning process in order they can understand the material easier especially in listening subject.

3. For the headmaster

The headmaster is supposed to give more facilities to the students in order the students can be more exited in learning English.

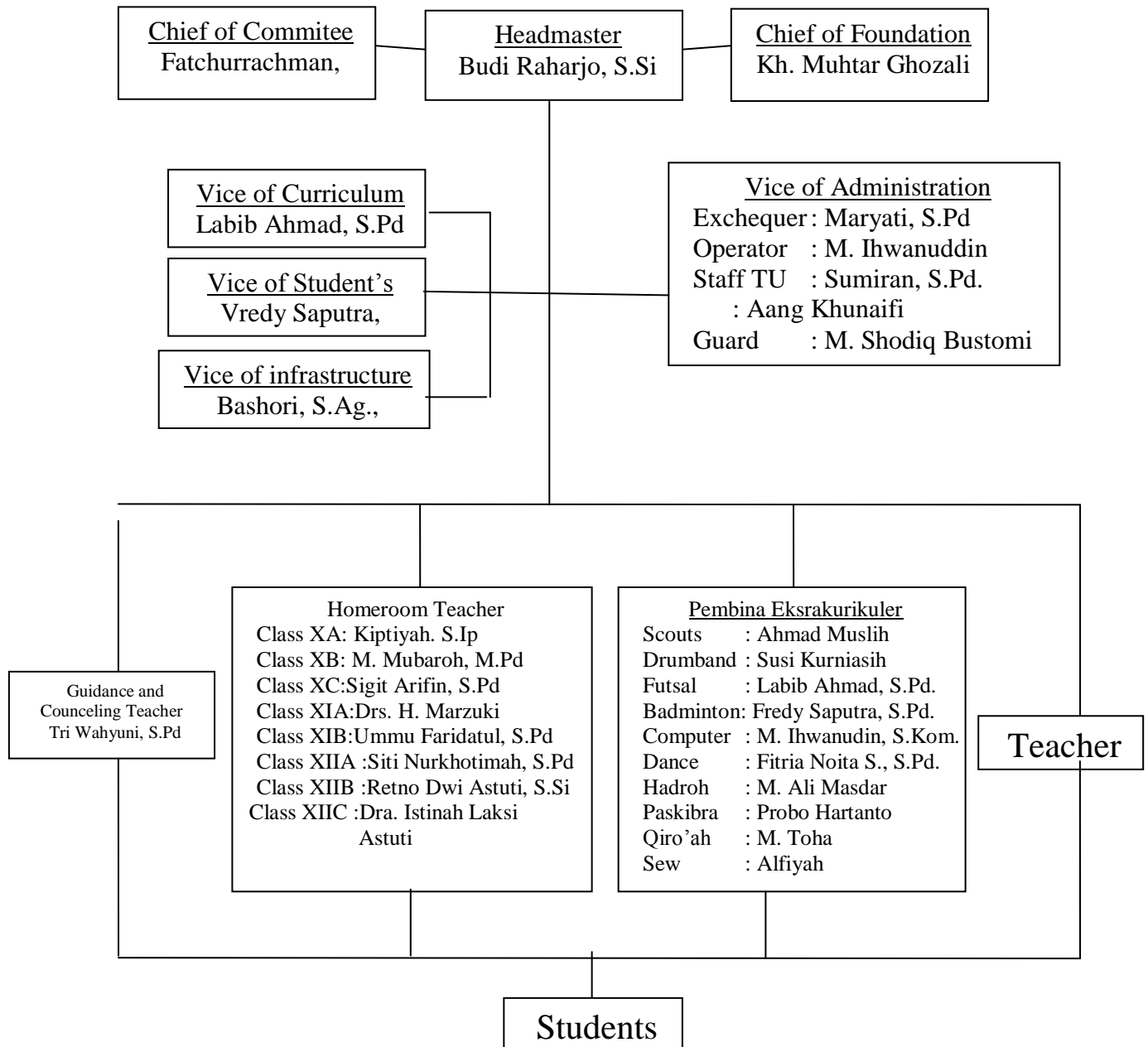
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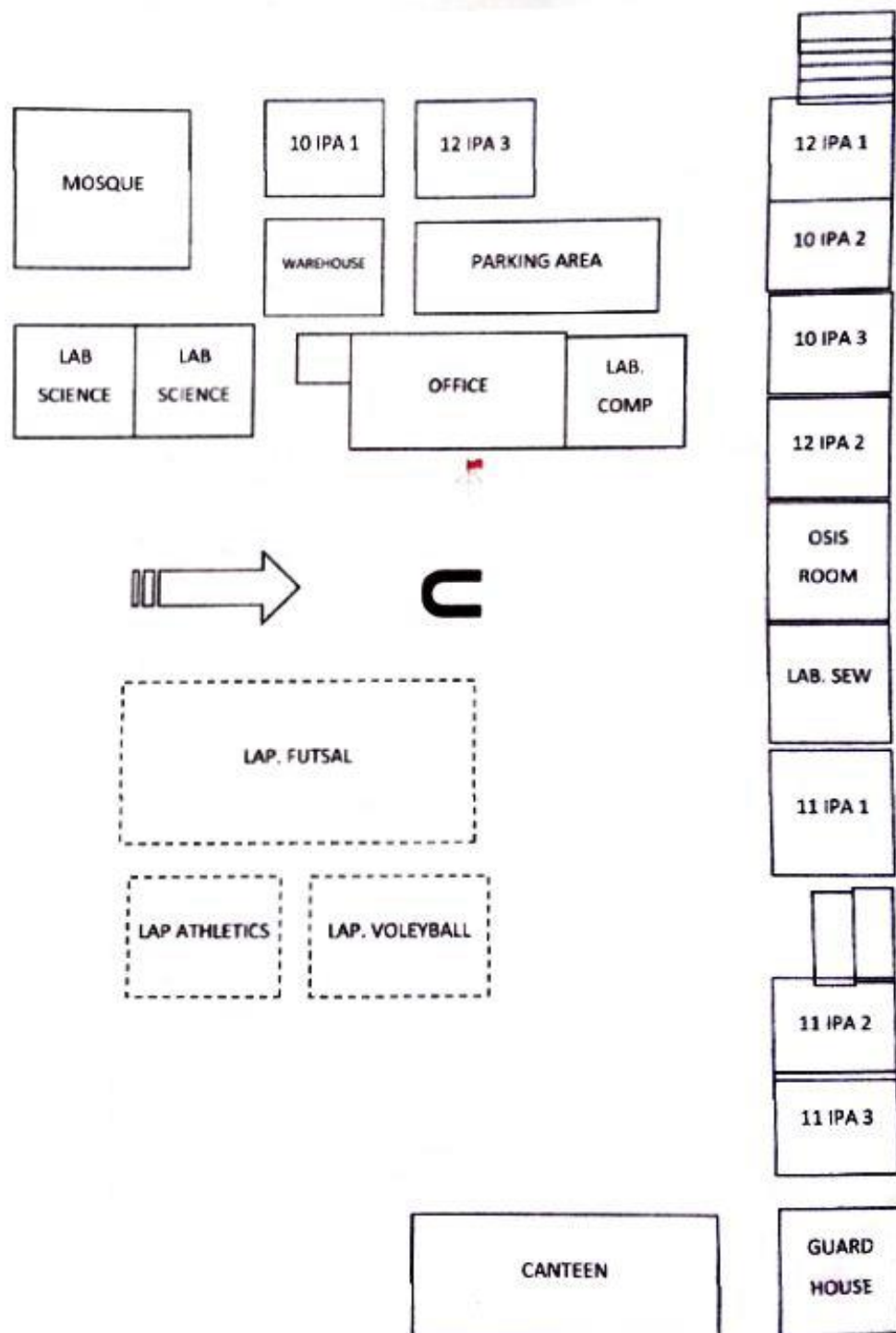
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APPENDICES

THE ORGANIZATION STRUCTURE OF MA MA'ARIF 1 PUNGGUR



THE SKETCH OF THE LOCATION OF MA MA'ARIF 1 PUNGGUR



**The Data of the Teachers and Official Employees
In MA Ma'arif 1 Punggur**

NO	NAMA	L/P	TEMPAT/TANGGAL LAHIR	PEND/THN/JUR	TMT	Mapel Diampu
1	Suratman Ds. A. Ma.	L	Kebumen, 8 Desember 1948	D2 / 1996	17/07/1986	Seni Budaya
2	Syamsudin Arif	L	Sawahan, 10 Desember 1952	PGSMTP / 1987	17/07/1986	Qur'an Hadits
3	Imam Tohari, BA.	L	Totokaton, 10 Desember 1960	Sarmud / 1987	17/07/1988	Aqidah Akhlak
4	Bashori, S.Ag., M.Pd.I.	L	Totokaton, 19 Juni 1964	S2 / 2012 / PAI	17/07/1994	PPKn
5	Dra. Istinah Laksiastuti	P	Klaten, 14 Pebruari 1967	S1 / 1991 / Biologi	17/07/1997	Biologi
6	Budi Raharjo, S.Si.	L	Totokaton, 2 April 1982	S1 / 2008 / Fisika	17/07/2003	Fisika
7	Ummu Faridatul Hanifah. S.Ag.	P	Totokaton, 24 April 1979	S1 / 2001 / PAI	17/07/2003	Kimia
8	Siti Nur Khotimah, S. Pd.	P	Lampung Selatan, 17 Juli 1967	S1 / 2009 / B.Ingggris	17/07/2003	B. Inggris
9	M. Toha	L	Cilacap, 26 Juni 1970	MA / 1992	17/07/2003	Mulok
10	Maryati, S.Pd.	P	Pujokerto, 21 Juni 1972	S1 / 1995 / B.Indonesia	17/07/2005	B. Indonesia
11	Kiptiyah, S.Ip.	P	Tanggulangun, 26 Januari 1975	S1 / 1998 / Komunikasi	17/07/2005	B. Inggris
12	Retno Dwi Hastuti, S.Si.	P	Blora, 8 Juli 1979	S1 / 2002 / MTK	17/07/2008	Matematika
13	M. Mubarroh, S.Pd, M.pd.	L	Blambangan, 12 Oktober 1985	S2/ 2013 / MTK	17/07/2008	Matematika
14	Sigit Arifin, S.Pd	L	Metro, 3 Oktober 1985	S1 / 2007 / Ekonomi	17/07/2008	Prakarya & Kewirausahaan
15	Drs. Marjuki	L	Tanggulangun, 30 Maret 1968	S1 / 1994 / PAI	17/07/2011	Fiqih
16	Labib Ahmad, S. Pd.	L	Punggur, 23 Maret 1993	S1 / 2004 / Penjaskesrek	22/08/2014	Penjas Orkes
17	Sumiran, S.Pd.	L	Sidomulyo, 04 Mei 1976	S1 / 2018 / PAI	17/07/2014	SKI
18	Siti Al Qomariyah, S. Pd.	P	Totokaton, 12 Juni 1983	S1 / 2006 / B. Arab	17/07/2015	B. Arab
19	M. Ikhwanudin, S. Kom.	L	Totokaton, 06/07/1987	S1 / 2015 / Komputer	17/07/2015	OPERATOR MADRASAH
20	Tri Wahyuni, S. Pd.	P	Astomulyo, 04 Juli 1991	S1 / 2014 / BK	17/07/2015	GURU BK
21	Sri Ratna Hayati, S. Pd.	P	Salam Sari, 22 Januari 1988	S1 / 2011 / Fisika	17/07/2015	Fisika
22	Vredy Saputra, S. Pd.	L	Totokaton, 25 Januari 1989	S1/ 2014 / Sejarah	17/07/2015	Sejarah Indonesia
23	Aang Khunaifi	L	Punggur, 31 Januari 1994	MA / 2011 / IPA	17/07/2015	STAF TU
24	M. Shodiq Bustomi	L	Banding sukadana, 15 Mei 1990	SMP / 2003	01/01/2017	PENJAGA
25	Riza Ayunda, S.Pd.	P	Astomulyo, 13 Juni 1994	S1 / 2016 / Biologi	17/07/2018	Biologi
26	Rusli Haikal Afandi, S.Pd.	L	Sidomulyo, 15 April 1989	S1 / 2011 / Fisika	17/07/2019	Fisika
27	Fitria Novita Sari, S.Pd.	P	Badransari, 3 November 1996	S1 / 2019 / Seni Budaya	17/07/2019	Seni Budaya

SCORE LIST EXPERIMENTAL CLASS

NO	NAME	PRE-TEST	POST-TEST
1	Abdul Aziz Zulkarnain	35	85
2	Ahmad Jazuli	55	85
3	Ahmad Maulana	50	90
4	Ajeng Tyasrara Oktisyu	45	85
5	Alif Alfian	60	85
6	Aminatul Khotimah	35	70
7	Ana Antika Dewi	60	70
8	Anbita Farhiyah	50	75
9	Aneng Ariyani	35	85
10	Anissa Charelia	60	75
11	Arif Rahman Al Jamil	30	80
12	Bangkit Zidan Kitan Efridan	55	90
13	Bimantara	45	70
14	Bunga Tri Indah Sari	50	70
15	Citra Dwi Aryani	30	75
16	Dede Fitiya	35	80
17	Desi Rahmawati	35	75
18	Dwi Fitriani	30	75
19	Dwi Prayoga	60	85
20	Eva Firmata	30	80
21	Fajar Shodik	55	70
22	Mutiara Kurniawati	55	85
23	Nur Faizah	45	90
24	Rio Gustian	55	85
25	Riski Oktaviani	65	85
26	Rizka Novi Jayanti	50	75
27	Rizky Septian	30	75
28	Salisul Masyuroh	50	80
29	Siti Rohayati	20	70
30	Sulistiana	25	75
31	Tedi Irawan	45	75
32	Vina Apriliana	50	85
33	Wahyu Nanda Saputra	40	75
34	Yuni Sagita Handayai	35	75
35	Zainal Arifin	30	75
TOTAL		1535	2760
AVERAGE		43,9	78,9
HIGHEST SCORE		65	90
LOWEST SCORE		20	70

SCORE LIST CONTROL CLASS

NO	NAME	PRE-TEST	POST-TEST
1	Aditya Purnawan Syah	60	75
2	Albi Ainul Izi	65	70
3	Andi Febriansyah	55	60
4	Andrianto	70	70
5	Astrid Widiyastuti	55	75
6	Dandi Dwi Aryanto	60	65
7	Dewi Oktaria	40	70
8	Dwi Rahayu	60	70
9	Elita Mumpuni	55	75
10	Erlis Sutantri	45	65
11	Eva Yunila Sari	55	70
12	Faridha Nur Fadhillah	65	80
13	Farokah Azizah	50	70
14	Gita Kurnia Cahyani	60	65
15	Imam Subkhi	40	75
16	Khusnul Khotimah	60	75
17	Leoni Isnaini	55	80
18	Lilin Nailul Fauziah	70	80
19	Lutfi Syarifah	75	85
20	M. Ainun Muhtadin	80	60
21	M. Al-Habib Nur Salafy	45	65
22	M. Hilal Al Fatikhin	65	70
23	M. Joko Najib Khusain	70	80
24	M. Kun Fauzan	55	65
25	M. Ridho Situmorang	60	70
26	Melia Oktaviana Sari	50	65
27	Miftahul Huda	60	65
28	Mumpuni Millati	70	70
29	Nasrul Asrori	80	75
30	Nur Lia Azizah	75	75
31	Rijal Fadli Cahyadi	55	75
32	Rina Ikromatus Surur	65	75
33	Sri Listiani	70	70
34	Taufiq Sendy P	75	75
35	Umi Tunjiah	40	75
TOTAL		2110	2505
AVERAGE		60,3	71,6
HIGHEST SCORE		80	85
LOWEST SCORE		40	60



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Anni Alimatul Azizah
 NPM : 1501070224

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	wednesday 4/12/2019	✓		- Revise Abstract - Revise Acknowledgement - Revise Chapter IV	
2.	wednesday 11/12/2019	✓		- Revise Conclusion	
3	12/12/2019	✓		Acc to munggas	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anni Alimatul Azizah
NPM : 1501070224

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 07/11/2019		✓	Revise chapter IV-V	
2	Thursday 28/11/2019		✓	See and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id e-mail tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2959/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MA'ARIF 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ANNI ALIMATUL AZIZAH**
NPM : 1501070224
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR

untuk melakukan *pra-survey* di MA MA'ARIF 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 September 2019

Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19760810 200801 1 014



MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

KABUPATEN LAMPUNG TENGAH

STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152
Telp. (0725) 7855864 E-mail : maaarif1punggur@yahoo.co.id

SURAT KETERANGAN

Nomor : 030 /MA-M1/PGR/U/X/2019

Yang bertandatangan dibawah ini:

Nama : BUDI RAHARJO, S.Si
Jabatan : Kepala Madrasah
Tempat Tugas : MA Ma'arif 01 Punggur
Alamat Madrasah : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten
Lampung Tengah

Dengan ini menerangkan bahwa :

Nama : ANNI ALIMATUL AZIZAH
NPM : 1501070224
Semester : 9 (September)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan bahwa mahasiswa tersebut diatas sudah melaksanakan pra-survey di MA Ma'arif 01 Punggur, dalam rangka penelitian skripsi dengan judul " THE EFFECT OF DICTATION METHOD ON THE STUDENTS LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR". pada tanggal 23 September 2019.

Demikian surat keterangan ini kami berikan, untuk dapat dilaksanakan sebagaimana mestinya.

Wassalamua'alaikum, Wr. Wb.

Punggur, 23 September 2019

Kepala Sekolah

Budi Raharjo, S.Si



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3084 /In.28.1/J/PP.00.9/10/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

01 Oktober 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

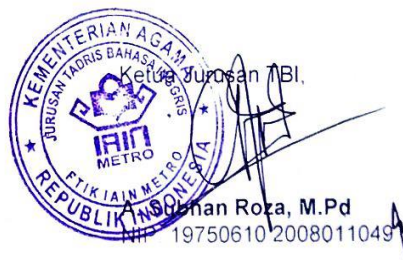
Nama : Anni Alimatul Azizah
 NPM : 1501070224
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Effect Of Dictation Method On The Students' Listening Skill Among The Eleventh Grader At MA Ma'arif 1 Punggur

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-876/ln.28/S/OT.01/10/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ANNI ALIMATUL AZIZAH

NPM : 1501070224

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070224.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Oktober 2019
Kepala Perpustakaan



Drs. Mokhtaridj Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANNI ALIMATUL AZIZAH

NPM : 1501070224

Fakultas : TARBIYAH

Angkatan : 2015

Telah menyerahkan buku berjudul : KEY IDEAS IN LINGUISTICS AND THE PHILOSOPHY OF LANGUAGE

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANNI ALIMATUL AZIZAH

NPM : 1501070224

Fakultas : TARBIYAH

Angkatan : 2015

Telah menyerahkan buku berjudul : KEY IDEAS IN LINGUISTICS AND THE PHILOSOPHY OF LANGUAGE

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

10/16/2019

Untitled Document



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-3297/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : ANNI ALIMATUL AZIZAH
NPM : 1501070224
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA'ARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Oktober 2019



10/16/2019

Untitled Document



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-3298/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA'ARIF 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3297/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 atas nama saudara:

Nama : **ANNI ALIMATUL AZIZAH**
NPM : 1501070224
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

16 Oktober 2019
Wakil Dekan I,

Dra. Fatonah MA
19670531 199303 2 003



MADRASAH ALIYAH MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152
Telp. (0725) 7855864 E-mail : mamarif1punggur@yahoo.co.id

SURAT KETERANGAN

Nomor : 032/MA-M1/U/X/2019

Yang bertandatangan dibawah ini:


Nama : BUDI RAHARJO, S.Si
Jabatan : Kepala Madrasah
Tempat Tugas : MA Ma'arif I Punggur
Alamat Madrasah : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten
Lampung Tengah Kode Pos 34152 Telp (0725) 7855864

Dengan ini menerangkan bahwa :

Nama : ANNI ALIMATUL AZIZAH
NPM : 1501070224
Semester : 9 (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECT OF DICTATION METHOD ON THE STUDENTS
LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA
MA'ARIF 1 PUNGGUR

Bahwa mahasiswa tersebut telah melaksanakan penelitian di MA Ma'arif 1 Punggur pada tanggal 25 Oktober 2019 sampai 29 Oktober 2019. Dalam rangka penulisan SKRIPSI sebagai syarat menyelesaikan studi S1 Pendidikan Bahasa Inggris.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Punggur, 29 Oktober 2019
Kepala MA Ma'arif I Punggur

BUDI RAHARJO, S.Si

PRE-TEST

NAME :

Instruction :**A. Listen and fill in the blank the text below !****ALBERT EINSTEIN**

Albert Einstein is (1)_____around the world. He is famous for his work in (2)_____. Many people think that I e was the (3)_____scientist of the 20th century. Einstein was born in (4)_____in 1879. His interest in science began when he was very young. Someone gave him a (5)_____in 1884. Young Einstein was (6)_____in how it worked. He wanted to learn science. He wanted to become a scientist. Einstein tried to enter a top Swiss (7)_____. At first, he met with (8)_____. He did not get a place. But Einstein did not give up easily. He applied again to the same university in the next year. This time he was (9)_____. Einstein was a good student. He graduated from this a famous university in 1896. As a scientist, Einstein did important work in the field of (10)_____. His work was very good. He received the Nobel Prize for physics in 1921. In 1933, he went to live in the United States with his wife.

B. Listen carefully what the teacher dictated and write what the teacher dictated with the correct spelling.

1. Yoongi got an accident because he rode his motorcycle so fast.
2. Rose is sick. Therefore, she doesn't go to school today.
3. Taehyung has to cut down on money.
4. Seokjin only eats instant noodle until the end of this month.
5. Hoseok locked the door. Whereas, there was no one at home.
6. Lisa is crying now because her favourite barbie is broken.
7. Jenny is feeling down right now because her failed the audition.
8. Jimin failed in the selection test at Indonesia University.
9. Jungkook is promoted as a general manager in the company.
10. Namjoon has dedicated his life for the company for thirty years.

ANSWER SHEET

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

KEY ANSWER**PRE-TEST****A. Listening test**

1. Famous
2. Science
3. Greatest
4. Germany
5. Compass
6. Interested
7. University
8. Failure
9. Successful
10. Physics

POST-TEST

NAME :

Instruction :**A. Listen and fill in the blank the text below !****TEAMWORK**

When people work together as a team, they can (1)_____ a lot.

You can easily get things done when you share the work. We practice teamwork in my family. Both my parents have (2)_____. My father is a doctor. My mother is a teacher. Both of them work long (3)_____ all week. My brother is a student at (4)_____. I am a student in school. We all have very (5)_____ lives. So, when it comes to (6)_____ chores, we all work together to get them done. Each of us has different (7)_____. My parents take turns to cook. My father takes out the (8)_____. My mother does the (9)_____. My brother washes the (10)_____. I sweep the floor. We share the chores and work together. Everything gets done fast. People should practice working as a team. Teamwork works!

B. Listen carefully what the teacher dictated and write what the teacher dictated with the correct spelling.

1. Since you don't believe me, I won't say a word anymore.
2. It is blackout, so I light some candles inside my house.
3. The departure of Eagle Air has been delayed due to the bad weather.
4. My nephew cried so loudly because of your dog.
5. Yoona broke her mother's vase. Consequently, She must buy a new vase.
6. She got flue; therefore she met a doctor.
7. On account of the delicious taste, I ate five pieces of this red velvet.
8. As you got the first rank last semester, father gave you some money.
9. Jisoo is sad because her cat died.
10. Mark is so hungry that he eats a lot of fried rice.

ANSWER SHEET

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

KEY ANSWER**POST-TEST****A. Listening test**

1. Achieve
2. Jobs
3. Hours
4. College
5. Busy
6. Household
7. Chores
8. Trash
9. Laundry
10. Dishes

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity



2. Treatment Ctivity



3. Post-Test Activity



CURRICULUM VITAE



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