

IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT THE FIRST YEAR STUDENTS

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Abstract: The objective of this research is to know whether there is a significant improvement of the students' listening ability after being taught through dictation technique. The population of this research was the first year students of SMA Negeri 1 Tanjungbintang that consists of seven classes and two classes were chosen as the experimental class and the try-out class. One group pre-test and post-test design was carried out in this research. The result of the research proved that there is a significant difference of students' achievement in listening ability before and after being taught through dictation technique. The total score of pre-test was 2068 and post-test was 2592. The increase was 524. The mean score of pre-test was 57.44 and post-test was 72.00. By comparing between the mean of pre-test and post-test, it can be found that the increase of the mean was 14.56. It proved that the students' scores increase significantly because $p < 0.05$ ($p = 0.000$). Based on the data, it can be concluded that there is a significant difference of students' achievement in listening ability before and after being taught through dictation technique. Therefore, dictation technique is recommended to be used by teachers to improve the students' listening ability.

Keywords: dictation technique, improvement, listening ability.

PENINGKATAN KEMAMPUAN MENDENGAR SISWA MELALUI TEKNIK IMLA PADA SISWA-SISWA TINGKAT PERTAMA

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah terdapat peningkatan signifikan pada kemampuan mendengar siswa setelah diajar melalui teknik imla. Populasi dalam penelitian ini adalah siswa kelas 1 SMA Negeri 1 Tanjungbintang yang terdiri dari tujuh kelas dan hanya dua kelas yang dipilih sebagai kelas untuk percobaan dan try-out. Desain yang digunakan dalam penelitian ini adalah pre-test dan post-test satu kelompok. Hasil penelitian membuktikan bahwa terdapat perbedaan signifikan pada pencapaian siswa dalam kemampuan mendengar sebelum dan sesudah diajar melalui teknik imla. Jumlah skor dari pre-test adalah 2068 dan post-test adalah 2592. Peningkatan skor adalah 524 poin. Nilai rata-rata dari pre-test adalah 57.44 dan post-test adalah 72.00. Dengan membandingkan rata-rata dari pre-test dan post-test, itu dapat diketahui bahwa peningkatan rata-rata adalah 14.56. Ini membuktikan bahwa skor siswa meningkat dengan signifikan karena $p < 0.05$ ($p = 0.000$). Berdasarkan data, ini dapat disimpulkan bahwa terdapat perbedaan signifikan pada pencapaian siswa dalam kemampuan mendengar sebelum dan sesudah diajar melalui teknik imla. Oleh karena itu, teknik imla dianjurkan untuk digunakan oleh para guru untuk meningkatkan kemampuan mendengar siswa.

Kata Kunci: kemampuan mendengar, peningkatan, teknik imla.

INTRODUCTION

Indonesia, which uses English as a foreign language, introduces English from the kindergarten level up to the university level. In the schools, the implementation of School Based Curriculum (KTSP) has a function as the instrument to guide teaching learning activities towards the main goals of national education. English is one of the subjects tested in the national examination which has been followed by the students. Fundamentally, English consists of listening, speaking, reading, and writing skills. All of which have to be mastered by students, with the primary emphasis on listening. The listening skill becomes very important in education field because listening takes part on the test items in the English national examination.

Listening is an active process that requires participation on the part of listener. Listening requires an active participation of the listeners in order to achieve the message that the speaker means. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non verbal message (Emmert cited in Flowerdew and Miller, 2005). It is an active process since the process of listening requires full participation and attention of the listeners. Moreover, McErlain (1999) states that listening can be defined as the ability to receive and decode oral communication by processing a language sample.

Furthermore, Kline (1996) divides the process of listening into some steps, namely receiving, attending, understanding, responding, and remembering. These steps occur in sequence and completed with little awareness. Receiving, attending, and understanding are the steps which are defined as the sharing and

understanding meaning. Meanwhile, the steps of responding and remembering may or may not follow, since the listeners may want to respond or to remember the message immediately or later. Each step is a requirement to the rest of the listening process and all of the steps are important to deliver an effective listening.

Listening is not a simple thing because it is an important medium of information gathering in daily life and used most frequently. It has been acknowledged by Steil cited in Simonds and Cooper (2011) who states that people spend 70% of their waking time for participating in some form of communication. He adds that 9% is spent for writing, 16% for reading, 30% for speaking, and 45% for listening. Schwartz (1998) also affirms that adults spend almost half their communication time listening, and students may receive as much as 90% of information in their school through listening to instructors and to one another.

Based on the researcher's pre-observation conducted in SMA Negeri 1 Tanjungbintang, it was found out that the students have insufficient ability in listening. In this program, the researcher taught listening test by using audio records. From that activity, the students did not seem to be interested in the material being taught. During the teaching-learning process, they chatted with their seat partner. They also seemed to be bored and sleepy. This happened because they did not get the message that they heard from the record and they could not understand the meaning of words.

Moreover, the students also could not understand the material well and they usually felt a loss when they listened to new text that was given in listening activity. In addition, they were not able to predict the sound, intonation, and stress

since the speaker usually spoke too fast. Expecting them to understand the material of listening, the researcher had to replay the record at least three times or more and sometimes the researcher had to stop the tape only to tell or explain unfamiliar words and about the sentences of the text. As a result, this condition affected the students ability in listening. According to Fisher and Terry (1980: 138), teaching listening is not a simple thing, whether it is for elementary school, junior high school, or even senior high school students. Teacher should have an appropriate technique and strategies in order to make an enjoyable situation for students in teaching learning listening.

To overcome all the school problems is beyond the capacity of this research. Therefore, the researcher is interested to solve the problems by using dictation technique. Dictation is one of teaching technique which might be used for any level. Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented more than once and it needs to be presented in segments or information units. The students do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their graphical representations. The students are expected to comprehend the contents of the passage and recognized all the words and sentences being read. During and after the dictation, all the students are active (Davis and Rinvoluceri, 1995; Montalvan, 2006).

From the problems stated above, the researcher intended to know whether there is a significant improvement of the students' listening ability after being taught through dictation technique at the first year students of SMA Negeri 1

Tanjungbintang in academic year of 2012/2013. In this case, listening is delimited on listening sub-skills of micro skill that is the students' understanding of intonation pattern, recognition of function and structure, cohesive devices, detect sentence constituents, and recognizing discourse markers because the students still have insufficient ability in that skill.

METHOD

In this research, the researcher used a quantitative research based on the experimental design. A quantitative research was used to measure how far the dictation technique influences the students in improving their listening ability. The researcher used *one group pre-test and post-test design* which took two classes as the experimental class and the try-out class.

The design of the research was presented as follow:

T1 X T2

Note:

- T1 is the pre-test.
 - X is the treatment.
 - T2 is the post-test.
- (Hatch and Farhady, 1982: 24)

The population of this research was the first year students of SMA Negeri 1 Tanjungbintang in academic year of 2012/2013. The researcher selected the sample by using random sampling technique through lottery drawing because the whole classes had the same rights to be chosen as the sample of the research. The

researcher took two classes; the first was X-3 as the try-out class and the other was X-1 as the experimental class which consists of 36 students.

In collecting the data, the researcher used listening test as the instrument. The listening test was given in pre-test and post-test in writing simple sentence and multiple-choice form. The try-out was administered before giving the pre-test. It was expected to find out whether the test items used in the research were good or not. It refers to validity, reliability, level of difficulty, and discrimination power. This test was conducted in 60 minutes.

RESULT AND DISCUSSION

The pre-test was administered to the experimental class before giving treatments. There were 25 test items for 60 minutes. Statistical Computation with SPSS 16.0 for Windows was used to analyzed the scores on the pre-test in the experimental class. The total score of the pre-test was 2068. The mean of the pre-test was 57.44; the highest score was 84; the lowest score was 28; the median was 56; and the mode was 52.

From the data in distribution of the students' pre-test score, it shows that the frequency of students who got the lowest score (28.00) was one student; the highest score (84.00) also was one student. The frequency of students who got score more than 70.00 was 9 students with the percentage 25%. While the frequency of students who got score less than 70.00 was 27 students with the percentage 75%. It can be said that there were only few students who had adequate achievement in listening test that had been tested because the majority of

the students did not get the standard score of mastery learning (70), it means that their achievement in pre-test is still low.

From the data in the distribution of students' pre-test achievement in each elements of micro skill, it can be seen that the students have better achievement in recognizing discourse markers (66.66%) with total answered 120 from maximum answered 180, detect sentence constituents (66.20%) with total answered 143 from maximum answered 216, and intonation pattern (57.40%) with total answered 124 from maximum answered 216. The result also showed that the students still had low achievement in recognition of function and structure (47.22%) with total answered 102 from maximum answered 216 and cohesive devices (38.88%) with total answered 28 from maximum answered 72. The students are forced to know and able to differentiate the classification of each sub-skills of micro skill.

Furthermore, the researcher administered the post-test in order to know the students' score whether there was a significant different of students' listening achievement. The total scores of the post-test in the experimental class was 2592. The mean of the post-test was 72; the highest score was 96; the lowest score was 44; the median was 72; and the mode was 72.

From the data in distribution of the students' post-test score, it shows that the frequency of students who got the lowest score (44.00) was one student; the highest score (96.00) also was one student. The frequency of students who got score more than 70.00 was 23 students with the percentage 63.9%. While the frequency of students who got score less than 70.00 was 13 students with the

percentage 36.1%. It can be inferred that there was an increase of students' achievement from the pre-test.

From the data in the distribution of students' post-test achievement in each elements of micro skill, The total students who answered correctly for intonation pattern was 158 or 73.14%; recognition of function and structure was 147 or 68.05%; cohesive devices was 45 or 62.50%; detect sentence constituents was 161 or 74.53%; and recognizing discourse markers was 137 or 76.11%. It can be inferred that there was an increase of students' understanding in these listening sub-skills.

The result of the pre-test and the post-test in the experimental class implied that dictation had improved the students' listening significantly. The total score of the pre-test to the post-test had increased from 2068 up to 2592. There was an increase 524 points. The mean was from 57.44 up to 72.00. There was an increase 14.56. The result in listening sub-skills of micro skill shows that the highest increase was in cohesive devices element (23.62%) while the lowest increase was in detect sentence constituents element (8.33%). The increase of intonation pattern was 15.74%; the increase of recognition of function and structure was 20.83%; and the increase of recognizing discourse markers was 9.45%. The high increase of cohesive devices, recognition of function and structure, and intonation pattern were happened because the use of dictation technique was effective for the students. From the explanation above, it can be inferred that dictation technique can significantly increase the students' listening achievement.

Moreover, the researcher tested the hypothesis to prove whether it is accepted or rejected by using *Paired Samples T-test Formula*. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig.} < \alpha$. From the result of hypothesis test analysis, the result of computation showed that t-ratio is 10.607 and t-table is 2.042. The two tail significant show that $p < 0.05$ ($p = .000$). Because the value of t-ratio is higher than t-table ($10.607 > 2.042$) and the significant is lower than 0.05 ($0.000 < 0.05$), H_0 was rejected and H_a was accepted. It can be stated that there is a significant difference of the students' score on the pre-test and the post-test after being taught through dictation technique.

Based on the results above, it can be seen that there is a significant difference on the students' listening achievement after being taught using dictation technique. This finding answers the research question of this research. The results of this research support Ur's (1991) statement that dictation is an effective technique to develop the ability to comprehend the spoken form of the language. It is an effective technique in teaching listening since it increases students' listening achievement.

Furthermore, using dictation technique in listening could make the students more aware and curious about the correct sentences and it made the students more active. The researcher knows that good preparation and facilities gave high contribution to the effectiveness of teaching learning process through dictation.

In this research, the researcher found out some difficulties concerning with the students who got problems in writing the sentences. The researcher needed longer time to encourage the students to speak up about their problems. But in this class, more than half of the students got active in the class and were able to follow the

dictation activity. Because dictation can stimulate students' active participation and enhance students' listening ability in the lesson, dictation as an effective teaching technique is able to be used to improve students' listening ability. It is in line with the statement of Takeuchi (1997) and Kiany and Shiramiry (2002) that dictation can increase listening comprehension achievement of EFL's students was proved.

CONCLUSIONS AND SUGGESTIONS

Based on the data analyzed and the discussions of finding, the researcher draws conclusion, as follows:

There was a significant improvement of students' listening ability after being taught through dictation technique at SMA Negeri 1 Tanjungbintang. It can be seen from the total score of the pre-test and post-test which increased from 2068 to 2592. The increase was 524 points. The mean of students' pre-test and post-test score increased from 57.44 up to 72.00 with gain score 14.56. Dictation technique also can increase listening sub-skills of micro skill. It was proved from the students' pre-test and post-test score of their achievement in micro skill elements; 23.62% for cohesive devices, 20.83% for recognition of function and structure, 15.74% for intonation pattern, 9.45% for recognizing discourse markers, and 8.33% for detect sentence constituents. It also can be seen from the result of the hypothesis testing which showed that the Sig. < α ($p < 0.05$, $p = 0.000$).

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. Since dictation technique can give better result in students' listening ability, it is suggested to English teacher to apply this technique in teaching listening. The teacher as an important role in the class can develop it to deliver listening material to the students.
2. To implement dictation in teaching listening, the teacher should explain clearly to the students what listening sub-skills of micro skill are and how we can categorize that sub-skills. Before starting to teach the material, the teacher should give some examples of sub-skills of micro skill and let the students understand it for a few minutes. The teacher should explain the instructions well and make them simple and clear to minimalize students' confusion.
3. In this research, the researcher applied standard dictation. For further research, it is suggested to apply other type of dictation as mentioned in chapter 2 to improve students' listening ability.

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