

**USING DICTATION STRATEGY IN TEACHING LISTENING
COMPREHENSION ACHIEVEMENT TO THE EIGHTH GRADE STUDENTS OF
SMP DHARMA BHAKTI PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2022**

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THESIS

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BY

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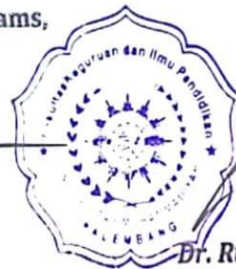
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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini , saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu , apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya .

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Yang menerangkan
Mahasiswa yang bersangkutan



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MOTTO AND DEDICATION

Motto: The best person is the one who benefits all human beings

Dedication:

Thanks to

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ABSTRACT

Nurhidayanti Tri. Using Dictation Strategy in Teaching Listening Comprehension to the Eighth Grade Students of SMP Dharma Bhakti Palembang, Thesis English Education Study Program. Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang, Advisor: (1) Masagus Sulaiman, S.Pd.,M.Pd (II) Dwi Rara Saraswati, S.Pd.,M.Pd.

Key Words: Dictation Strategy, Listening Comprehension

This study was entitled "Dictation Strategy in Teaching Listening Comprehension to the Eighth Grade Students of SMP Dharma Bhakti Palembang". The problem of this study, how was the application of dictation strategy to improve students' listening learning achievement and active of Eighth Grade Students of SMP Dharma Bhakti Palembang. The purpose of this thesis was to determine whether the application of the dictation strategy was effective to improve listening learning achievement and students' active participation. The sample was 32 students who were taken by *purposive sampling*. The instrument used to collect the data were the pre-test and post-test. It consist of 40 questions. The data were analyzed by using t-test, the paired sample t-test and independent sample T-test. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, because t-obtained (3.430) exceeded, highest that t-table (2.045) and $p(0.01) < (0,05)$. It can be stated that using dictation strategy in teaching listening comprehension was effective to the Eighth Grade Students at SMP Dharma Bhakti Palembang.

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Palembang ,
The researcher

Tri Nurhidayanti

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CHAPTER 1

INTRODUCTION

This chapter presents background of the Study, formulation of the Problem, objective of the Study, significance of the Study, and hypothesis of the Study

A. Background of the Study

As a foreign language English has four skills (i.e. speaking, listening, reading, and writing) Kirbas (2017, p.205). Among these skills, listening skills were skills that must be mastered first, from other skills. Listening is one of the most important language skills. Vasiljevic (2010, p.41) claims that more than 45% of communication time is spent listening, which clearly shows how important this skill was in overall language skills. Unfortunately, many language learners find listening to be the most difficult thing to understand. Kurita (2012, p.1) adds: Despite its importance, students often consider listening to be the most difficult language skill to learn. One reason may be that students were not taught how to learn to listen effectively.

According to Arono (2014, p.64) Listening makes sense of what one heard in which that listening was a primary skill, because children learn listening skill unconsciously and naturally before they learn the other skills. Listening as a basic of language skill was as a fundamental for interactive multimedia development in improving students' critical listening skill. This means children learn to listen before they learn to talk. The development of listening skill has its beginning before the child enters schools. Moreover, Devito (2013, p.505) said listening is an action that does not just happen without awareness but must be done intentionally. This involves understanding a speaker's accent or pronunciation. When we listen to

something, we should comprehend the sound so that we will understand what we listen to, and it is usually called listening comprehension. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners used both prior knowledge and linguistic knowledge in understanding messages, Larry (2002, p.2) the degree to which listeners used the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening.

Thirumalai (2002, p.6) suggests that there were several kinds of listening comprehension exercises, one of which is dictation. According to Suradji (2008, p.19) the dictation strategy was a way of presenting lesson material by asking students to copy what the teacher says, the tools used in this strategy were oral, while the learning tools that were mainly in copying lesson materials were writing instruments and hearing.

Dictation is an ancient technique, the habit of dictating the teacher was basically an old habit that is not in accordance with today Era Hamada (2016,p.22). That is, dictation has been used since many years ago by teachers in language teaching. This activity asks students to listen to a paragraph and write the missing words. In addition, the dictation activity refers to the text read by the teacher aloud, while the audience takes notes on what the teacher reads. Moreover, Marzban and Abdullahi (2013, p.4141) as cited in Richards and Platt, (1992) 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. As a teaching technique, it helps language learning by making learners focus on phrase- and clause- level constructions. Desiana (2011, p.7) stated that dictation also ensures attentive listening, trains students to distinguish sounds, enables students to learn how to transfer oral sound to written symbols, helps to develop aural comprehension and assists in self- evaluation.

Based on the experience of the researcher when do Real Working Lectures (KKN) and do the observation, the researchers has analyze related teaching and learning activities, there were still a lot of students not interactive, the learning environment is unpleasant and less comfortable during English class. On the experience of the researcher conducted a preliminary study at SMP Dharma Bhakti Palembang, the used of English in this school was not optimal because students did not get English from elementary school. After the interviews, it was found that the students were interested in learning English, but they found it difficult to listen. Eighth grade students' listening scores were low, students made mistakes in answering questions from the teacher, such as incorrect vocabulary, wrong spelling, could not capture the content of the text, and they also could not distinguish pronunciation well.

Based on the background above this study was conducted to improve students' listening skills by using dictation techniques an entitled "*Using Dictation Strategy In Teaching Listening Comprehension To The Eighth Grade Students of SMP Dharma Bhakti Palembang*".

B. Formulation of the Problem

In relation to background of the study above, the following problems can be identified: Based on this background, how was the application of dictation strategy to improve students' listening learning achievement and active participation of Eighth Grade Students of SMP Dharma Bhakti Palembang. This study aims to determine whether the application of the dictation strategy was effective to improve listening learning achievement and students' active participation.

C. Objective of the Study

Based on the preliminary study, the researcher aims to find out whether or not dictation strategy affect students' listening achievement and on the responses of Eighth Grade Students of SMP Dharma Bhakti Palembang?

D. Significance of the Study

The significance of the study may be useful for the following parties:

1. For researchers

The purpose of this study was to provide information about the used of dictation strategies to influence students' listening achievement.

2. For Students

The results of this study were expected to make students more interactive, and the class can be useful. The researcher hopes that all students can enjoy when they learn English in their class.

3. For Teacher

For English teachers it will be effective and efficient ways of teaching in the classroom and make students get clear information.

4. For other researchers

This research can also provide inspiration for other researchers to examine the same problem related to the application of dictation strategies that were applied to improve listening learning achievement and students' active participation.

E. Hypotheses

The hypotheses of this study were stated below:

- a. The null hypothesis (H_0): it is not effective to use dictation strategy in teaching listening.
- b. Alternative hypothesis (H_a): it is effective to use dictation strategy in teaching listening.

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