USING DICTATION METHOD IN TEACHING ENGLISH LISTENING

SKILL AT SEVENTH GRADE STUDENTS OF MTS 1 PAB HELVETIA

A SKRIPSI

Submitted to the Faculty of Tarbiya and Teachers Training, State Islamic

University of North Sumatera Medan as a Partial Fulfilment of the

Requirements for the Degree of Sarjana Pendidikan

By:

ASLAMIAH

Registration Number: 0304162068

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYA AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA UTARA

MEDAN

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2021

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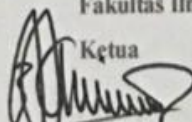
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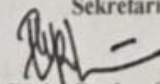
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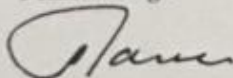
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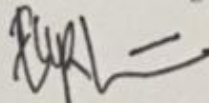
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Judul   : **Using Dictation Method In Teaching English Listening Skill**

          At Seventh Grade Students Of Mts Pab 1 Helvetia

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan yang disebutkan didalamnya, sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 30 Februari 2021

Yang membuat pernyataan

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ABSTRACT

USING DICTATION METHOD IN TEACHING ENGLISH LISTENING

SKILL AT SEVENTH GRADE STUDENTS OF MTS 1 PAB HELVETIA

Skripsi, Medan: Department of English Education, Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera, Medan 2021

The research is aimed to find out the following question: Is the students' listening skill taught by using Dictation Method better than without Dictation Method. The sample of this   research were two classes, such as 30 students at VII C as experimental class and 30 students VII D as control class VII MTs PAB 1 Helvetia for the 2020/2021. The finding research shows that: Dictation Method prove that using it can make better score in conducting test, especially in listening skill. It looks from their score. The analysis of the test used normality and homogeneity test, and analyzing the data used t-test formula. After that, the writer do; (1) the students listening skill by using dictation method got the meant 73,16 and standard deviation is 12,55. (2) the students listening skill without dictation method got the mean 65 and standard deviation is 12,86, The t-test results also show that $t_{(observed)}$ 2,45 is higher than $t_{(table)}$ at a significance level of 5% (0.05) with 58 degrees of freedom of 2.045. From the results of 2,45> 2.045 result in H_0 (null hypothesis) rejected and H_a (alternative hypothesis) accepted. So that, the alternative hypothesis (H_a) proposed is accepted and null (H_o) is rejected. So it can be conclude that there is better of using dictation method in listening skill.

Keywords: *Dictation Method, Listening Skill*

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Bismillahirrahmanirrahim

All praise is due to Allah SWT the almighty, the most loving and most merciful, who has given the researcher grace, guidance, health and inner and outer strength in the process of finishing this thesis. Next, sholawat and greeting to beloved and our dear prophet Muhammad SAW as role models and leaders of people who have led people to right path.

As for the title of my thesis is "**Using Dictation Method In Teaching English Listening Skill At Seventh Grade Students Of Mts 1 Pab Helvetia**". To be submitted as a final prerequisite for an undergraduate degree in English at the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera's Faculty of Tarbiyah and Teachers Training State Islamic University of North Sum Many people have helped me write this thesis by offering inspiration, guidance, and encouragement, as well as making helpful comments. I'd like to take this opportunity to express my gratitude and appreciation to them. Especially to:

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Finally the researcher believe that this thesis still a lot of weakness. So the reseacrher need to give comments, critics and suggestions for better written. The researcher hopes that this study would be useful to the English Department.

Medan, 31 Februari 2021

Aslamiah

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching listening for Junior High School is that the students are expected to be able to listen the language skill. In syllabus SMP/MTs of curricullum 2013 Teaching English listening aims to the potential of students to develop orally communicative competence through in the text interpersonal, transactional, and functional text using a variety of texts spoken and written English. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, as well as impart it noble values of national character, in the context of life in the environment at home, school,and society.[1]

However, in reality, the objective as mentioned above is not achieved yet. This can be proven from the fact that students learn with bad listening habits , it make them come in the way of effective listening. They prefer to do something else when listening or become distracted by external factors during the learning process. They don't really want to grasp what they've learned because they think it'll be too complicated. The most important thing that the researchers hope they can learn is how to overcome such challenges and not allow external factors to affect their listening skill.

In teaching listening, the teacher can use many methods to make the students more understand about the lesson easily, particularly in listening skill. We know that, there are so many kinds of methods that can be used in teaching

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[1] Kementerian Pendidikan dan Kebudayaan, *Silabus Mata Pelajaran Bahasa Inggris SMP/MTs*, (Jakarta, 2017), p.2

learning process. This training for active listening comes into play by method. One of them is Dictation Method.

One of the approaches that can be used to teach listening is dictation. According to the Longman dictionary of Applied Linguistics, Dictation is characterized as a method used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have learned as accurately as possible.[2] Therefore, it is clear that to get the aim of education a teacher as the transfer of knowledge should have strategy or strategy in learning process. We know that method is important in teaching and learning process. So it will be effective and efficient.

Based on the description above, the researcher found the difficulties that was faced by students in the school, that is why the researcher motivated the teacher to use method in learning process and suggested to use dictation method to solve their problems. So, the researcher intends to conduct a research with the title **"Using Dictation Method in Teaching English Listening Skill at Seven Grade Students of MTs PAB Helvetia"**

B. The Identification of the Problem

Based on the background above many problem that can be identified: (1) The students skill in listening english still is low. (2) The students get difficulties to understand what the speaker says in listening. (3) The teacher does not use various method in teaching listening. (4) The student's interest in learning

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[2] Semin Kazazoğlu. Dictation as a Language Learning Tool, Elseiver Ltd., 2012.

English is low. (5) And etc. There are still many problems that can be identified. Therefore, the researcher would like to limits them.

C. The Limitation of the Problem

Based on the identification of study above, there are many factors that can influence low skill in listening: Teacher's strategies, material, situation classroom, and teaching method. Method can influences the students' skill in listening because method is a procedure or way to achieve a specific goal and help the students understand in listening process. There are many method that can influence the students: games, story telling, includy Dictation. Dictation can influence the students skill in listening because using dictation method, students can train short-term memory on the words of sentences that have been heard and also make them more active in the class.

D. The Research Problem

Based on the limitation of the problems above, the researcher formulated the problem into a research question as follows: "Is the students' listening skill taught by using Dictation Method better than without Dictation Method"?

E. The Objective of the Study

The objective of the research is to find out whether the students' listening skill taught by Dictation Method is better than without Dictation Method.

F. The Significance of the Study

Finding of the study are expect to have very significant points in theoretically and practically.

1. Theoretical significance

   This research is useful to enrich the theory of teaching listening.

2. Practical significances

    a. For Students

       The result of this study is expected can give a lot of beneficial contribution to the seventh grade of MTs PAB 1 Helvetia.

    b. For Teachers

       Hopefully, this study can foster teacher's insight in creating creative teaching and also strategy. Beside that, if the picture series can make students more active, the teachers can use this method in learning process.

    c. Head master/ Stakeholders

       The researcher hopes that by doing the research, they will be able to study and get information in order to recognize the problem in listening skill.

    d. Another Researcher

       By reading this study, the reader hopes to gain a better understanding of the dictation process for teaching listening skills and to use it as a reference. This research result may be linked to another researcher's research findings.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter includes previous research, theoretical framework, and framework of study. It will include some previous studies that are nearly identical to the current study's subject, as well as some theories that led to the current study.

1. Listening Skill

Listening is one of skill communication that people in daily life. In general, listening is a process where listeners listen, receive, interpret, and understand what the speaker says. According to Tarigan, listening is a process of receiving knowledge, capturing the message or content, and interpreting the meaning of the communication submitted by the speaker of the spoken language by listening to verbal symbols with understanding, caring, appreciation, and interpretation.[3] It's means in process listening, the target must get it the points and meaning of the communication by speaker.

Pourhossein Gilakjani and Ahmadi expressed that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.[4] It's mean practice listening is very important to improve and active in process listening and also we must have active mental. The last expert According to Rost listening is an active mental ability. It make helps us to

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[3] Hendri Guntur Tarigan. 2008. *Menyimak: Sebagai Suatu Keterampilan Berbahasa*. Bandung. P. 31

[4] Seyedeh Masoumeh Ahmadi. 2016. The Important of Listening Comprehension in Language Learning. *International Journal of Research in English Education*. University of Guilan, Rasht, Iran (2), (7)

understand what we heard and is one of the necessary parts in making a good communication.[5]

Allah says in Al-Qur'an in Al-Baqarah verse 171:

مَثَلُ الَّذِينَ كَفَرُوا كَمَثَلِ الَّذِي يَنْعِقُ بِمَا لَا يَسْمَعُ إِلَّا دُعَاءً وَنِدَاءً ۚ صُمٌّ بُكْمٌ عُمْيٌ فَهُمْ لَا يَعْقِلُونَ.

Meaning: The parable of the faithless is that of someone who shouts after that which does not hear (anything) except a call and cry: deaf, dumb, and blind, they do not apply reason.[6]

Based on the verse we conclude that listening is process to begin our mind and by listening we get it everything.

Where as the Hadith which commands to listening Al-Qur'an is as follows:

كنا جلوساً في المسجد إذ خرج رسول الله فجلس إلينا فكأن على رؤوسنا الطير لا يتكلم أحد منا

"*While we were sitting in the mosque, Rasulullah sallahu'alaihi wasallam came out and sat in front of us. So it was as if above our heads were birds. No one speaks* "(Narrated by Bukhari).[7]

From the meaning among the best manners the salaf teaches is listening to the conversation well.

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[5] Seyedeh Masoumeh Ahmadi. 2016. The Important of Listening Comprehension in Language Learning. *International Journal of Research in English Education*. University of Guilan, Rasht, Iran (2), (7)

[6] Kementerian Agama RI. 2012. Al-Qur'an dan Terjemahannya. Jakarta Timur : PT Surya Prima Sinergi, P. 50

[7] Al Bukhari Abu Abdullah Muhammad bin Ismail. 1419H/1998M. Shahih al Bukhari Beirut: Dar al- Kotob al-Ilmiyah

"Indeed, someone told me about a conversation, so I carefully listened to it, as if I had never heard it. Even though I already knew it, before he was born "(SiyarA'laam An-Nubalaa).

Not everyone can wait to hear what other people are thinking, particularly if the information is vague. As a consequence, good communication is needed before focusing on the target.

Listening skill is a very important skill for hearing something from someone said. According to Russel in Tarigan listening skill is listening with comprehension, attention and appreciation. Beside that in process listening needs integrating skill of language, like vocabulary mastery, pronunciation, writing, reading, and speaking.[8]

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

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[8] Henry Guntur Tarigan. 2008. *Menyimak: Sebagai Salah Suatu Keterampilan Berbahasa*. Bandung : Angkasa. P. 30

1. Dictation Method

a. Definition

Dictation is a useful activity for young learners as well like write down something that someone says or reads out as it is being said and also dictation can give students many experiences dealing with writing. Milne said that dictation as a tool for language learning has been around for very long time. Milne said that he sure that many of you remember doing conventional dictations in class.[9] It means many of you remember doing conventional dictations in class.

Dictation is a method used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they have to write down what they heard as accurately as possible.[10] From the definition it can be conclude that dictation is amethod in teaching to know their skill by this method, what speakers said they can or not to get what they listen. In Al-Qur'an, dictation method in An-Nahl verse 125:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ.

Meaning:

"Invite to the way of your Lord with wisdom and good advice and dispute with them in a manner that is best. Indeed your Lord knows best those who stray from His way, and He knows best those who are guided".[11]

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[9] Chris Milne, Chris. 2014. Queensland Council for Adult Literacy. Running Dictation. P. 1

[10] Jack C Richards and Richard Schmidt. 2010. *Dictionary of Language Teaching & Applied Linguistics*. Great Britain: Pearson Education Limited, p. 170

[11] Kementerian Agama RI. 2012. Al-Qur'an dan Terjemahannya. Jakarta Timur : PT Surya Prima Sinergi, P. 282

8

Based on the verse above the researcher concludes that God said while taking His Messenger, Muhammad saw. in order to call to people with wisdom both in learning and training in honing abilities. There are many ways that can be done to implement the learning method properly in accordance with the surah in the Qur'an.

From the definition above, we can conclude that 'Dictation' is a process when the teacher gives question or learning materials to student to make practice what they heard and also to know their skill in listening and the aim has traditionally been for students to write down what is said by teacher, word for word, and later checking their text against the original and correcting the error made.

Dictation can give students many experiences dealing with listening and also used to evaluate their language simultaneously. It means that when students do the dictation, they must pay attention to the sound of the words read by the teacher and also remember all of the characters in english. If they fail to focus on their teacher has said, they will not able to make what they actually have to listen. It is clear implies that dictation is used to assess the student's ability, in this case is listening skill. This method hoped can be motivated students in learning English especially in listening.

b. Principle of Dictation Method

The principle of the theories related to dictation method, namely: Human brain, it's mean theory of listening and learning method. Human brain consists of the right brain and the left brain. The right brain focuses on the visual, and processes information in an intuitive and simultaneoas way, looking

firts at the whole picture then details while the left brain focusses on the analitical and verbal communication (oral).[12]

In leaning process, the sound that comes from the ear crosses and then the sound connects to the left brain and to the right brain, causing both of our brains to be active. So it will be effective to teach listening.

c. Design of Dictation

Dictation is an easily prepared activity that can become a part of the regular classroom routine. Design of dictaion divide into[13]:

1. Running Dictation

A short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs, one learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student and tells them what they have read. The second student then runs to a third student and does the same. The third student, in exchange, relays what they have learnt to the scribe. The teacher will sit outside the classroom and tell the sentences to the students based on the activities above.

2. One Chance Dictation

When learners make very few mistakes in dictation, instead of reading the text several times the teacher can read it only once in short phrases. If the learners know that it will be read only once, it provides a challenge for them to pay

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[12] UCMAS Mental Math Schools. 2017. *Left Brain and Right Brain*. Accesssed on August, 2nd (www.ucmas.ca)

[13] Nation, I. S. P and Jonathan Newton, (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routladge, Taylor & Francis, p. 62

attention. If they know that the teacher will read the text several times they might not listen carefully to the first reading.

3. Dictation of Long Phrases

Instead of reading short phrases only once during the writing portion of the dictation, the teacher should read long phrases or sentences multiple times. Each group can contain ten or more words.

4. Guided Dictation

On the blackboard, nouns, verbs, adjectives, and adverbs are written in the same order as they appear in the text. As a result, when the students are listening to the letter, they will concentrate on the more complicated words. If the words are written in sentence groups as they are in the text, whole sentences instead of phrases can be read at once during the dictation. The words on the blackboard help the learners remember the complete sentences.

5. Dictation for Mixed Class

If the class has some learners who are good at dictation and others who are not very good, the teacher can read the text in a special way. She reads the dictation through once without stopping. At the point she reads a phrase for the learners to write, she reads the phrase quite quickly so that the good learners can write it and then she waits a few seconds and reads the phrase again more slowly for the other learners. During the second reading the good learners just check their work. The teacher goes through the dictation, reading each phrase twice in this way.

6. Peer Dictation

The students work in pairs. As one learner reads a dictation, the other writes. They only have a short amount of time to complete the dictation and as soon as one pair of learners completes it, they say "Stop!" and the remainder of the class must stop working. The learner who is writing will ask the other to repeat and spell words and phrases aloud.

7. Completion Dictation

The text is circulated in many printed copies to the students. A few words are missing in one copy, more words are missing in the next copy, and so on. The students listen to the instructor read the text phrase by phrase and then fill in the blanks on their first copy. Then the teacher reads the text aloud again, and the students fill in the blanks on the next edition, which has more missing words than the first. This method is replicated until the students have completed the entire dictation.

8. Perfect Dictation

After the dictations have been checked, it is usually good for the learners to hear the dictation again while they look at their marked work so they can pay attention to the parts where they made mistakes. It is given once more on another day, so that by the time the dictation has been given for the third time, the learners almost know the dictation by heart and are able to write it perfectly. Thus the first marking is only the first step in the teaching and learners will finally produce a perfect copy.

9. Sentence Dictation

The teacher says sentences and the learners write them. In this way the learners see their mistakes immediately and can improve during the exercise. The

correction can be done by the teacher or a learner writing the sentence on the blackboard and with the learners checking their own work.

10. Unexploded Dictation

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. The students must each make their own transcription of the text using a tape recorder.

The above dictation variations can be used in the teaching and learning process, especially in listening. Since the researcher needs to conform to their competence and abilities, he or she selects one of those variants. Junior high school students are capable of answering in simple short texts. As a consequence, the researcher will use one of the dictation variants that can be used in short texts and are simple to understand by students.

d. Procedures of Dictation Method

In learning process, teachers must make some preparation when they are going to give dictation test to their students. There are some preparations that must be teachers followed, those are:

1. Teacher must choose acceptable materials that are not too difficult for the students to be dictated.

2. Students must understand the meaning of the words dictated, which should have been taught to them previously.

3. The words dictated should be simple words that have been picked or chosen from a list of simple words.

4. Teacher must choose appropriate methods for conducting the dictation test. There are two approaches for conducting a dictation test: the first is

for the teacher to read the words aloud, and the second is for the teacher to record the words dictated.

5. Once the teacher has selected an acceptable procedure, it is time for the teacher to assess the students.

There are two ways of giving dictation test : The teacher reads the words directly by himself, or use the Words dictated have been recorded before. The teacher is required to read the passage here times in all: first, at normal; speed; then, with pauses between phrases or natural word groups so that the students my write down what they have just heard, and finally, at normal speed once more so they can check their work.

e. Advantages and Disadvantages of Using Dictation

1. Advantages of Using Dictation

Dictation is a good way for students to develop their hearing and motor skills. [14]:

    a) Dictation teaches students to write down what they hear.

    b) Dictation provides students with useful aural practice. It helps students develop the habit of paying attention while they are listening.

    c) Students can understand the parts of each sentence and word phrases by dictation. It enables students to write at a respectable pace.

    d) Students can learn spelling and punctuation by dictation.

    e) Students who use dictation will write in capital letters..

    f) Students may develop the habit of listening to spoken language by dictation.

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[14] Patel, M. E. and Praveen M. Jain, (2008*), English Language Teaching: Methods, Tools & Techniques*, Jaipur: Sunrise Publishers & Distributors, p. 131-132

2. Disadvantages of Dictation

There are some disadvantages from dictation, such as; dictation is boredom activity, some students may find difficulties, and accuracy when checking.

Every teaching method has advantages and disadvantages. Both of advantages and disadvantages are useful for teachers to choose which one the teaching method that suitable with their students. Dictation method gives a lot of advantages for teacher and students. The advantages of dictation are greater than disadvantages of dictation. It means that dictation method can be used in teaching learning process especially in listening as a teaching method.

B. Relevant Study

There are some relevant researches which have relevancies to the research, namely:

The first previous study was conducted by Mentari conduct a research about "*The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At Mts Amin Darussalam"*. The objective of this research are to find out students writing and describe whether the use running dictation technique can improve improve students' writing in descriptive text at the grade eight of MTs Amin Darussalam academic year 2017/2018. In her research, the conclusion was the use of running dictation technique the students score in three test: pre-test 54.8, post-test I 67.1, post-test II 76.8. And also score improvement who got score up to 75 pre-testsin the first cycle were 4 of 40 students (10%), post-test I in the firstcycle were 16 of 40 students (40%), post-test II in the secondcycle was 30 of 40 students (75%). [15]

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[15] Ade Mentari. 2018. *The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At Mts Amin Darussalam*. UINSU: Medan

The second Durroh's previous thesis, titled *"Running Dictation To Teach Reading Recount Text At Man 1 Gresik"*. The aim of this study is to discover the procedure for using running dictation to teach reading recount text, as well as the teacher's problems with using running dictation to teach reading recount text at X-Bahasa class of MAN 1 Gresik.[16]

The third previous study by Zahro with the title "*The Effectiveness of Running Dictation Toward Eight Grade Students' Listening Ability at MTs Negeri 4 Tulungangung in Academic Year 2017/2018*". The objective of this research are to find the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in The academic year 2017/2018 taught by using Running Dictation and also to find out whether there is any significant different ability of the eighth gradestudents of MTs Negeri 4 Tulungagung in theacademic year 2017/2018 between the students' taught without by using Running Dictation and those students' taught using Running Dictation.[17]

C. Conceptual Framework

Dictation method is effective and better in teaching listening skill because the material complete with loud speaker can make students interest to learning and.

Beside that, this method is important to train the students in listening. Listening skills using dictation method is better for students in Junior High School to make the students interest in listening . The problems of students often face in

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[16] Vira Faridatut Durroh. 2018. *Running Dictation to Teach Reading Recount Text at Man 1 Gresik*. UIN Sunan Ampel: Surabaya.

[17] Latifatuz Zahro. 2018. *Thesis. The Effectiveness Of Running Dictation StrategyToward Eighth Grade Students' Listening Ability At Mts Negeri 4Tulungagung In The Academic Year*. IAIN: Tulugangung.

reading are some factors, there are concentration, students' interest and less vocabulary. The first is concentration, many students have bad concentration. When they listen, they don't focus in learning process. The second is students' interest, many students not interesting when listening English, because they consider that English is a study which difficult to understand. The third is less vocabulary, many students not to memorize words English. So, the teacher should use English dictation method, because one effective way to attract students' attention in learning about listening is using dictation method in listening. After that, the researcher can see how the listening skill of students who use Dictation Method with the students who do not use Dictation Method.

From the explanation above, researcher believe that the use of Dictation Method in learning will make the students is better than without use Dictation Method. To make the conceptual framework clearer, it can be seen the following draft:
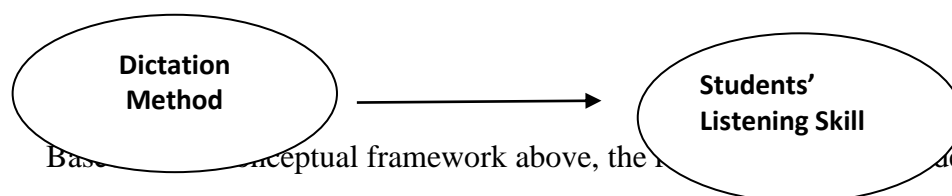
Based on the conceptual framework above, the researcher conclude that the use of Dictation Method is one of method that must use in learning listening skills, because the listening skills is important skill that students to have a good communication from speaker and the researcher believe that this method can give feedback and motivate them in listening skill.

D. Research Hypothesis

Based on the explanation of the theoretical framework above, the hypothesis of this research is : the students' listening skills is better taught by dictation method than without dictation method.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents time and place of the study, population and sample, data analysis and research procedure.

A. Time and Place of the Study

The research was conducted at Madrasah Tsanawiyah Swasta PAB 1 Helvetia in the first semester of class seventh students 2019/2020. That is located at Jalan Veteran Psr. IV Helvet.

B. Population and Sample

1. Population

Population is a big group which the generalization can be made. It is well defined as a whole subjects, class of people, events or objects.[18] The population of this research is all of the students MTs PAB 1 Helvetia in academic 2019/2020 which consist of six class. Each class consist of 32 students. Total of population is 192 students.

Table 3.1 The Population of the Study

No	Class	Number of students
1	VII-A	30
2	VII-B	30
3	VII-C	30
4	VII-D	30

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[18] Donald Ary, Lucy CheserJacobs, Chris Sorensen and AsgharRazavieh. 2010. *Introduction to Research in Education8th edition*. USA: Wadworth Cengage Learning, p, 301.

5	VII-E	30
6	VII-F	30
	Total	**180**

2. Sample

Sample in a research study is a group on which information is obstained.[19] A sample is a small subset of a population chosen using a specific methodology by analysis of observation. The samples of this research were students of VII-C and VII-D in MTs PAB 1 Helvetia.

Table 3.2 The Sample of the Study

No	Population	Sample
1.	VII-C	30
2.	VII-D	30
	Total	**60**

C. Research Method

This research was conducted by using quantitative research method with experimental method. There are many kinds of experimental research method, such as pre-experimental, true experimental, factorial design and quasi experimental. The researcher choose a quasi-experimental method in this research because it is not assigned randomly. This researcher divided into two group, the first class function as experimental group that treated students' listening skill

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[19] Musrifah Oktaviantika. 2018. The Effectiveness of Running Dictation Strategy toTeach Speaking at eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year Of 2018/2019. IAIN: Surakarta, p. 189

taught by using Dictation Method and the second class was control group treated without using Dictation Method.

Table 3.3 Research Method in Experimental Class and Control Class

Class	Group	Step I	Step II
VII-A	Experimental Class	Treat by using Dictation Method	Test
VII-B	Control Class	Treat by using Conventional Method	Test

D. Instrument of the Research

The instrument of this research is listening test. To construct the listening test the researcher follow the procedure bellow:

a. Conceptual Defenition

From the explanation above, the researcher conceptually defined, listening skill as ability to pay hear appreciation, attention, and understand what the speakers said.

b. Operational Definition

Listening skill is total score that students have after followed listening test which cover understanding specific information, vocabulary, and finding meaning. in this case, the researcher measured the students' listening skill using Dictation method in experimental class.

c. Specification

The researcher will give post-test to sample related to listening test. It consist of consisted of multiple choice and dictated by the speaker for treatment and post-test. The test will be discussed in the table below:

Table 3.4 The spesification of Listening Test

No.	Specification of Listening Test	Question
1.	Identifying specific information	20
2.	Finding vocabulary	20
3.	Finding meaning	20
Total		60

d. Validity and Reliability

Before the instrument is given to students, researchers conduct trials to check the validity and reliability of the listening test. To test the validity, the formula that used in this study is Product Momen Correlation, with the formula as follow:

$$r_{xy} = \frac{n \sum xy - (x)(\sum y)}{\sqrt{\{n \sum X^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Note :

r_{xy} = validity coefficient of the test

n = number of samples

x = scores of each item for each person or student

y = scores of all students

Reliability test that used is Alpha Cronbach technique with the formula as follows:

$$r_i = \frac{k}{(k-1)}\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

Note :

k = squared mean between subject

$\sum s_i^2$ = squared mean of error

x = varians total

the formula for varians total and varans item:

$$s_t^2 = \frac{\sum x_t^2}{n} - \frac{(\sum xt)2}{n^2}$$

$$s_t^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

Note :

K_i = sum of the squares of the entire item score

K_s = sum of subject squares[20]

E. Research Procedure

The procedure to get data described as follows:

1. Experimental Group

    Treatment

    The students' got treatment by dictation method. The treatment was held within four meetings. Before giving treatment, the researcher explained what

[20] Azhari dkk, *Uji Validitas dan Reabiltas Skala Tugas Perkembangan Siswa Kelas X SMA Negeri 2 Siak Hulu,* (Riau: Universitas Riau, 2013), p.6-7

the students need to do. The treatment was given in four meetings. Each meeting lasted for 45 minutes.

The steps in teaching listening by using dictation method described as follows: (1) The researcher introduced and explained about dictation method. (2) The researcher gave the students a listening material and asking them to answer the question which prepareby the researcher. (3) The researcher decided the students to work in group and asked them to share their thinking each other about the answer the question. (4) The researcher asked the students to write. The students can be free for all adding what they hear that (5) The researcher corrected the students' answers and gave score. The winner was the group that reached the highest score.

Post-test

Post-test gave after treatment to the experimental class which aims to measure whether the use of dictation method test.

2. Control Class

Treatment

The students' got treatment by without Dictation method. The treatment was held within four meetings. Before giving treatment, the researcher explained what the students need to do.

The steps in teaching listening without dictation method: (4) The researcher gave the students a listening material and asking them to answer the question which prepare by the researcher. (5) The researcher asked the student to work in individual and think with themselves (6) The researcher

corrected the students" answers and gave score. The winner was the group that reached the highest score.

Post-test

Post-test gave after treatment to control class which aims to measure whether the use without dictation method test.

F. Treatment of Validity

1. Internal Validity

Internal validity exists if the observed results of study are real and not caused by extraneous factor the study is. Internal validity includes:[21]

a. History. If the experimental group has experienced certain events in test that affect the dependent variable.

b. Maturity. The process of self-maturation experienced by subjects in the experimental group is often misinterpreted as a result of treatment. It could be that the difference in acquisition on the dependent variable is because the subjects are calmer, more mature at the post-test than at the pre-test.

c. Initial test. Because the subject has pre-tested, whatever types of treatment is given will affect the next measurer.

d. Changes in the test material, the way of scoring, the observers involved, can have an effect on the results of the difference in pre-test and post-test scores.

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[21] Donald Ary; Jacobs, Lucy C; Razafieh, Asghar. 2009. *Introduction to Research in Education* (8thed). Belmont: Wadsworth Cengage Learning. P. 272

e. Statistical regression. When choosing based on an extreme score, a statistical regression appears that can be mistaken for an experimental effect.

f. Differences in choosing subjects. If the subjects in the experimental group were smarter in the comparison group before the treatment, of course the results will be predictable.

g. Experimental mortality. If in one group there are subjects who resign in the middle of the treatment process, this will have an impact on the results of the study.

h. Interaction due to selection. This can appear in quasi experimental research where the researcher is fixated on existing groupings. The two groups can make interactions that affect the acquisition of value.

2. External Validity

External validity is about the ability to generalize the study results to other groups and settings beyond those in the current study. The external validity includes:[22]

a. Population validity. That is the researcher hopes that the findings of the experimental group can be generalized to a wider population.

b. Ecological validity. Researchers need to be aware that the findings or research results are influenced by other factors so that several things need to be considered so that the results are free from environmental effects.

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[22] Donald Ary, Lucy C Jacobs, Lucy C, Asghar Razafieh. 2009. *Introduction to Research in Education* (8thed). Belmont: Wadsworth Cengage Learning. P. 292

G. Technique of Data Analysis

The researcher used quantitative technique to find out the differences between students' ability in listening test when used Dictation method or using Conventional Method. In this research, the researcher get the data from post test. In analyzing the data, the researcher used t-test from Anas Sudijono showed the formula below:[23]

a. Find out the standard error mean of the two variables with the following formula:

$$SEM_X = \frac{SD_X}{\sqrt{N_1-1}} \qquad\qquad SEM_Y = \frac{SD_Y}{\sqrt{N_2-1}}$$

SEM_X: Standart error of experimental group

SD_X : standart deviation of experimental group

SEM_Y : Standart error of control group

SD_Y : Standart deviation of control group

N1 : Sample of experimental group

N2 : Sample of control group.

b. Find out the standard error of the difference between the mean X and Y with the following formula:

$$SEM_{XY} = \sqrt{SEMx^2 + SEMy^2}$$

c. Find out the t-value with the following formula:

$$t_o = \frac{Mx-My}{SEMx-y}$$

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[23] Anas sudijono.(2003) Pengantar Statistik Pendidikan. Jakarta: Raja Grafindo.p.325-326

H. Statistical Hypothesis

Statistically, the statistical hypothesis is as follow::

$H_\circ$: $\mu A \mu B$

H_a: $\mu A \mu B$

In which:

Ho = Null Hypothesis

Ha = Alternative Hypothesis

μA = Students" score in test, who are dictation method.

μB = Students" score in test, who are taught without dictation method

The statistical hypotheses above means:

i. if t- test $(t_\circ) < t - table\ (t_t)$ in significant degree of $0.05 (5\%)$ it means that H_a is rejected and $H_\circ$ is accepted.

ii. if t- test $(t_\circ) > t - table\ (t_t)$ in significant degree of $0.05 (5\%)$ it means that H_a is accepted and $H_\circ$ rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Description of the Data

The research was conducted from the 2nd of November, 2020 to Desember 6th, 2020. The researcher did an analysis of quantitative data. The data is obtained by giving test to experimental class and control class after giving a different treatment both classes. The subjects of this research were divided into two classes. They are experimental class (VII C) and control class (VII D).

Data of the students in listening skill was taken from the test result which has given to 60 stuedents of MTs PAB 1 Helvetia : 30 students from VII C as experiment class and students from VII D as control class. Here, the score that showed the result test for experiment class (VII C) which taught by using Dictation Method and control clas (VII D) taught by using conventional method.

Table 4.1 Research Result Data

Statistic Source	Class of Learning Model	
	Experimental Class	**Control Class**
	Post-test	**Post-test**
N	30	30
X **(Mean)**	73,1667	65
S	12,55906	12,86535
S²	157,7299	165,5172
Mode	80	70

	Median	70	65

a. The Post Test Score of The Experimental Class

Based on the data of post-test in appendix IV, the mean score of post-test was 73,1667. The highest score was 90, and the lowest score was 50. The data can be seen is the following table:

Table 4.2 Frequency Distribution of Post-test in Experimental Class

No	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	50	4	200	2500	10000
2	60	3	180	3600	10800
3	65	2	130	4225	8450
4	70	2	140	4900	9800
5	75	5	375	5625	28125
6	80	7	560	6400	44800
7	85	4	340	7225	28900
8	90	3	270	8100	24300
Total		30	2195	36475	165175

Based on the data above, the researcher found that the result of frequency for the corresponding xi value ($f_i x_i$) was 2195 and frequency the squared of xi ($f_i x_i^2$) was 165175.

Here is the histogram of students'scores in Experimental Class as follows:
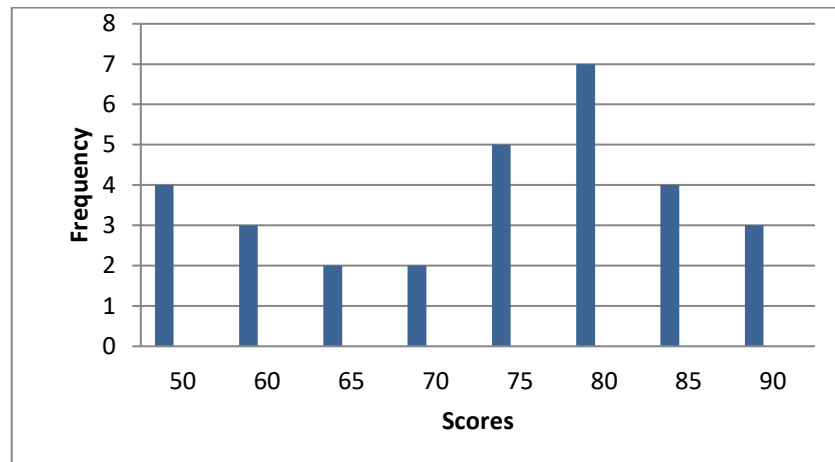

b. The Post Test Scores of the Control Class

Based on the data of post-test in appendix IV, the mean score of post-test was 68. The highest score was 85, and the lowest score was 40. The data can be seen is the following table:

Tabel 4.3 Frequency Distribution of Post-test in Control Class

No	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	40	3	120	1600	4800
2	50	3	150	2500	7500
3	60	6	360	3600	21600
4	65	4	260	4225	16900
5	70	7	490	4900	34300
6	80	5	400	6400	32000
7	85	2	170	7225	14450
Total		**30**	**1950**	**30450**	**131550**

Based on the data above, the researcher found the result of frequency for the corresponding xi value (f_ix_i) was 1950 and frequency the squared of xi ($f_ix_i^2$) was 131550.

Here is the histogram of student's scores in Control class :

Chart 4.2 : The Histogram of students' scores in Control Class
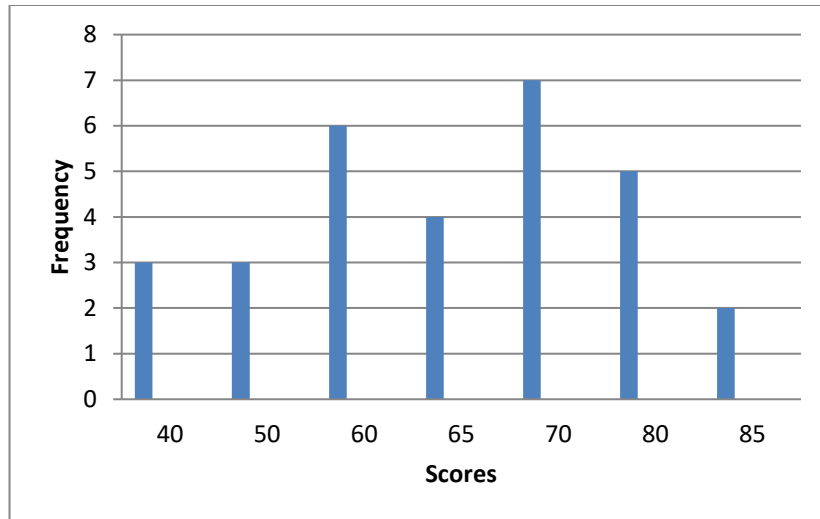
Based on the data above, there was a significant different score between the experiment class that was given treatment by used Dictation method and the control class without used Dictation method.

2. Analysis Requirement Testing

a. Normality Testing

To know the data was normal or not, so the researcher used Liliefors formula in this research.

a.1 Normality Testing of Post-test in Experimental Class

Based on the table of frequency distribution of post-test in experimental class, the researcher get the mean was 71,17, variant was 157,73 and deviation was 12,559. (appendix IV)

After get the mean, variant and standard deviation, the next step was to find normality test used Liliefors test. From the calculation of the data (appendix VI), the researcher found the $L_{observation}$ (L_0) taken from the largest value in f(zi) – S(zi). From calculation of normality test by Liliefors, $L_{observation}$ (L_0) = **0,100433.** As the significance level α= 0.05 and n = 30, from the list of critical values of Liliefors table (Lt) = **0,161**.

So, the researcher concluded that the data pos-test in experimental class was **Normal**, because coefficient data distribution L_0 **(0,100433) <L_t (0,161).**

a.2 Normality Testing of Post-test in Control Class

Based on the table of frequency distribution of post-test in control class, the researcher could get the mean was 65, variant was 165, 5172 and deviation was 12,86535. (appendix IV)

After get the mean, variant and standard deviation, the next step was to find normality test using Liliefors test. From the calculation of the data (appendix VI), the researcher found the $L_{observation}$ (L_0) taken from the largest value in f(zi) – S(zi). From calculation of normality test by Liliefors, $L_{observation}$ (L_0) = **0,111.** As the significance level α = 0.05 and n = 30, from the list of critical values of Liliefors table (Lt) = **0,161**. So, the researcher concluded that the data pos-test in control class was **Normal**, because coefficient data distribution L_0 (0,111) <Lt (0,161).

Based on the data above, the researcher concluded that all the data distribution in experimental class and control class was **normal**, because L_0 <Lt, and the data are considered to be representative of the population.

b. Homogeneity Testing

Homogeneity testing was used to analyze whether the data of post-test was homogeneous or not homogeneous.

From the calculation of homogeneity test (appendix IV), the researcher get $F_{observed}$= **1,46**. From the table distribution F with dk numerator = n -1 = 30 –1 = 29, dk denominator = n -1 = 30 = 1= 29, and ɑ = 0,05 not contained F_{table} value. So, the researcher used the formula in microsoft excel, F_{table} = FINV (probability;deg_freedom1;_deg_freedom2), and got F_{table} = **4,18**. To test the homogeneity test, the researcher compared F_{table} and $F_{observed}$, the result is $F_{observed}$(1,46)< F_{table} (4,18). So, it can be concluded that the data from control class and experimental class was **homogenous**.

c. Hypothesis Testing

After test the data used normality test and homogeneity test, the next step the researcher tested t-test to know the hypothesis of this research was accepted or rejected and to know the significant differencess of experimental class and control class from the data of post-test.

Based on the above calculations (Appendix V)   the tcount = 2,45 after tcount is obtained It is known, then the value is consulted at the significance level α = 0.05 and n = 30, obtained t table = 2.045. Thus it can be concluded that t_{count}> t_{table} is 2,45> 2,045, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (Ha) is accepted. This proves that there is a difference in value between the experimental and control classes. Based on the calculation of the difference between the mean value of the experimental class, which is 73,16 and

the control class, which is 65. This proves that dictation method is more better than conventional method on the ability teaching english listening in mts pab 1 helvetia in the 2020/2021 learning year because there is an increase in the scores obtained between the experimental class and the control class.

B. Discussion

From the data analysis, the objective of the research was to know if there was an dictation method is better than convention method of applied Teaching English listening skills at the seventh grade of MTs PAB 1 Helvetia.

The results showed that the using of dictation method is better than conventional methods could be train students in listening. This also evidenced by the results of the post test. These shows that listening skills greatly influence the dictation method applied in the experimental class. In addition, these results are supported by previous research. "The Application of Dictation Techniques to Improve Students' Ability in Listening Skills at Smk-1 Alfattah Medan", Intan found that from the research results there were several research findings that could be drawn. Dictation can improve students' skills to spoken words and make it easier for them in listening lessons. It not only improves listening skills but also writing and reading skills.

Based on the results, there are differences between the post-test in the experimental class and control class. It can be ignored that students have better increase in students' listening skills after taught by using dictation method. So that the dictation method is better than the conventional method.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion, implication and suggestion of using Dictation method on the students' listening skills.

A. Conclussion

Based on the research findings above, the researcher found that students taught by dictation method get higher results than students who are taught conventional methods. It can be proven that in the obtained the score from the experimental class was higher than the score obtained from the control class. The results of the post- test of both the experimental class and the control class were carried out after do treatment. Based on the data it can be seen that there is a dictation method better than conventional methods in teaching english listening skills different between experimental class and control class. Researchers find significance effect by $t_{observed}$ and t_{table} to find out whether to use effective dictation method for students listening skills. As the conclusion in this chapter, it's means that students' listening skills is better taught by dictation method than conventional methods, especially for class VII students of MTs PAB 1 Helvetia.

B. Implication

The implication in this chapter was taken from the research findings. The findings of this research were " "The students' listening skill taught by using Dictation Method better than without Dictation Method". This finding indicates that using Dictation Method was needed in students' listening skills. Students more be active in the class when the teacher applied Dictation method. So, this indicates that the applied Dictation method can help the students' listening skills.

The applied Dictation method can affect the students' listening skills. Therefore, the used of this method should be applied to support students' listening skills.

C. Suggestion

Based on the conclusion above,the researcher gives suggestions. The first, English teacher must suggested to use another method like Dictation method in their teaching English listening process, because this method has affected in students' listening skills. The second, after doing research and has the result, the researcher hopes the methods in teaching English should be applied to make the students more be active.

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StrategyToward Eighth Grade Students' Listening Ability At Mts Negeri
4Tulungagung In The Academic Year***. IAIN: Tulugangung.

APPENDIX I

LESSON PLAN (Experimental Group)

School   : MTs PAB 1 Helvetia

Subject   : English Lesson

Class   : VII

Aspect/Skill : Listening

Time   : 4 meeting

A. Core Competence

KI.1 Respect and appreciate the teaching of the religion they hold.

KI.2 Honesty, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, and confidence are valued and respected in interacting effectively with the social and natural environments in the reach of relationships and their existence.

KI.3 Undertanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye.

KI.4 Process, present, and make sense in the real of concreate (using decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in point of view/ theory.

B. Basic Competence

1. Identifying social function, text structure, and linguistic elements of oral and written interpersonal interactions text which involves the act of giving and ask for information related abilities and will, do an action according with context their use.

C. Indicators

1. Listen carefully to the conversation recorder, and identifying specific information.

2. Finding meaning of the conversation.

3. Finding tenses that used in the conversation.

D. Larning Method

Dictation

E. Media, Tools, and Learning Resources

1. Media   : Phone cellular, mini speakers

2. Tools   : Markers and Worksheet.

3. Learning Resources   :The relevant English Book

F. Learning Activities

a. Introduction

1) Teacher gives a greeting;

2) The teacher checks the attendance list;

3) Teacher asks students about vocabulary that they know;

4) Teacher motivates students to improve their vocabulary;

5) The teacher explains the learning objectives or basic competencies to be achieved.

b. Core Activities

Exploration

1) Teacher give the conversational recorder that contains of simple present continuous tense.

2) Students listen carefully to the recorder.

Elaborating

1) Teacher explains the meaning and tell the specific information of the conversation.

2) Teacher asks students to write the conversation that dictated by the teacher.

3) Students are writing the conversation and find the V ing in it.

Confirmation

1) The teacher assists the students in completing the content they have just learned.

2) Students inquire about topics that are still unknown.

c. Closing (10 minutes)

1) The teacher inquires about the problems faced during the teaching and learning process.

2) In the next meeting, the teacher will offer some hints about the practice.

3) The teaching and learning process comes to a close with a greeting.

A. Assessment

1) Technique of assessment   : Individual Test

2) Assessment instrument   : Multiple Choice.

For correct answers have five score 20 x 5 = 100

The Value is $\frac{answer\ correct}{all\ of\ questions}$ x 100

APPENDIX I

LESSON PLAN (Control Group)

School   : MTs PAB 1 Helvetia

Subject   : English Lesson

Class   : VII

Aspect/Skill : Listening

Time   : 8 meeting

  G. Core Competence

    KI.1 Respect and appreciate the teaching of the religion they hold.

    KI.2 Honesty, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, and confidence are valued and respected in interacting effectively with the social and natural environments in the reach of relationships and their existence.

    KI.3 Undertanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye.

    KI.4 Process, present, and make sense in the real of concreate (using decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in point of view/ theory.

  H. Basic Competence

2. Identifying social function, text structure, and linguistic elements of oral and written interpersonal interactions text which involves the act of giving and ask for information related abilities and will, do an action according with context their use.

I. Indicators

4. Listen carefully to the conversation recorder, and identifying specific information.

5. Finding meaning of the conversation.

6. Finding tenses that used in the conversation.

J. Larning Method

Dictation

K. Media, Tools, and Learning Resources

4. Media : Phone cellular, mini speakers

5. Tools : Markers and Worksheet.

6. Learning Resources :The relevant English Book

L. Learning Activities

d. Introduction

6) Teacher gives a greeting;

7) The teacher checks the attendance list;

8) Teacher asks students about vocabulary that they know;

9) Teacher motivates students to improve their vocabulary;

10) The teacher explains the learning objectives or basic competencies to be achieved.

e. Core Activities

Exploration

3) Teacher give the conversational recorder that contains of simple present continuous tense.

4) Students listen carefully to the recorder.

Elaborating

4) Teacher explains the meaning and tell the specific information of the conversation.

5) Teacher asks students to write the conversation that dictated by the teacher.

6) Students are writing the conversation and find the V ing in it.

Confirmation

3) The teacher assists the students in completing the content they have just learned.

4) Students inquire about topics that are still unknown.

f. Closing (10 minutes)

4) The teacher inquires about the problems faced during the teaching and learning process.

5) In the next meeting, the teacher will offer some hints about the practice.

6) The teaching and learning process comes to a close with a greeting.

B. Assessment

3) Technique of assessment   : Individual Test

4) Assessment instrument   : Multiple Choice.

For correct answers have five score 20 x 5 = 100

The Value is $\frac{answer\ correct}{all\ of\ questions}$ x 100

Medan, Oktober 2020

Knowing

Headmaster of   English Teacher   Researcher

MTs PAB Helvetia

(   )   (   )   (Aslamiah)

APPENDIX II

POST TEST

Name : ....

Clasa : ....

Date   : ....

Listening Test

Multiple choice questions. .

Listen to the recording. Answer the questions correctly!

1. What is ratu's answer?
    a. Her name was
    b. Her name are
    c. Here name was
    d. Her name is
2. What is Fani's question?
    a. How are you
    b. Good morning
    c. Nice to meet you
    d. What is your name
3. What is dafa's answer?
    a. No, I am Angga.
    b. No, I am not. I am Daffa.
    c. Yes, sure. I am Dicky.
    d. Yes, I am. I am Daffa
4. a. Good afternoon
    b. Good bye
    c. Good morning
    d. Good night
5. a. You are welcome
    a) Good morning
    b) I am Ratih
    c) I am fine
6. To complete the dialogue, the suitable expression is ...
    a. I'm very well
    b. I'm fine, and you
    c. How are you
    d. How do you do
7. She _____ her dog everyday
    a. To feed
    b. Feed
    c. Feeds
    d. Feeding
8. I ____ always ____ to the dentist
    b. Do not, go
    b. Does not, go

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    c. Do not, went

    d. Does not, went

9. When __ you ____ a shower?

    a. Do, took

    b. Do, take

    c. Do, taken

    d. Do, taking

10. Tom and I ____ ____ together.

    a. Do surfing

    b. Don't surfing

    c. Do surfs

    d. Don't surf

11. He is my...

    a.   Aunt

    b.   Sister

    c.   Daughter

    d.   Grandmother

12. He is my...

    a.   Uncle

    b.   Son

    c.   Uncle

    d.   Grandfather

13. The writer is … years old.

    a. Fourteen

    b. Sixteen

    c. Eighteen

    d. Nineteen

14. What is Randi interested?

    a. Play basketball

    b. Swimming

    c. Reading

    d. Plays football and tennis.

15. Is he the best badminton player in our family?

    a.   Yes. He is not.

    b.   Yes. He is

    c.   No, he is not

    d.   No, he is

16. Fatya is … years old.

    a.   Seven

    b.   Eight

    c.   Nine

    d.   Ten

17. Fatya is a …

    a.   Teacher

    b.   Student

    c.   Doctor

    d.   Nurse

18. Fatya is from ...

a. Bogor
b. Padang
c. Jakarta
d. Bandung

19. Dia mengatakan......... kepada orang tuanya.
    a. Good night
    b. Good afternoon
    c. Good bye.
    d. Good morning.

20. Dia mengatakan .... kepada orang tuanya.
    a. Good night
    b. Good afternoon
    c. Good bye.
    d. Good morning

APPENDIX III

The List Students of Post-Test Scores of Experiment Class

No	The Initial of students	Score
1	AR	80
2	APD	50
3	ANA	65
4	AZ	90
5	BF	80
6	DF	80
7	DAA	75
8	FS	90
9	GAA	85
10	NPS	70
11	NA	60
12	IAW	50
13	KAF	80
14	MHI	80
15	KF	75
16	MIH	60
17	MIS	80
18	MOS	70
19	MRA	50
20	NFA	85
21	NA	60
22	NK	75
23	N	50
24	RJ	75
25	RYP	90
26	SA	85
27	YS	65
28	YA	80
29	ZI	85
30	ZIR	75

The List of Post-Test Scores of Control Class

No	The Initial of students	Score
1	AN	70
2	AD	65
3	AM	70
4	ASP	70
5	CA	80
6	C	60
7	DA	70
8	EN	50
9	AW	40
10	IR	60
11	IC	65
12	JP	65
13	KA	70
14	MRA	50
15	MR	80
16	MRAL	60
17	NA	80
18	NAS	70
19	NGR	60
20	NSR	85
21	PA	65
22	RP	70
23	RDA	70
24	RAF	70
25	RSSA	80
26	SN	70
27	TRR	70
28	TRP	60
29	ZHSL	85
30	PB	80

APPENDIX IV

Statistic source	
N	30
X(Mean)	73,17
S	12,559
S^2	157,73
Modus	80
Median	75

NORMALITY TESTING OF EXPERIMENT CLASS USING MICROSOFT EXCELL

No	Xi	Zi	f(zi)	S(zi)	f(zi)-S(zi)
1	50	-1,84462	0,0329	0,133333	0,100433
2	50	-1,84462	0,0329	0,133333	0,100433
3	50	-1,84462	0,0329	0,133333	0,100433
4	50	-1,84462	0,0329	0,133333	0,100433
5	60	-1,04838	0,1469	0,233333	0,086433
6	60	-1,04838	0,1469	0,233333	0,086433
7	60	-1,04838	0,1469	0,233333	0,086433
8	65	-0,65026	0,2578	0,3	0,0422
9	65	-0,65026	0,2578	0,3	0,0422
10	70	-0,25214	0,4013	0,366667	0,034633
11	70	-0,25214	0,4013	0,366667	0,034633
12	75	0,145977	0,5596	0,533333	0,026267
13	75	0,145977	0,5596	0,533333	0,026267
14	75	0,145977	0,5596	0,533333	0,026267
15	75	0,145977	0,5596	0,533333	0,026267
16	75	0,145977	0,5596	0,533333	0,026267
17	80	0,544096	0,7054	0,766667	0,061267
18	80	0,544096	0,7054	0,766667	0,061267
19	80	0,544096	0,7054	0,766667	0,061267
20	80	0,544096	0,7054	0,766667	0,061267
21	80	0,544096	0,7054	0,766667	0,061267
22	80	0,544096	0,7054	0,766667	0,061267
23	80	0,544096	0,7054	0,766667	0,061267
24	85	0,942215	0,8264	0,9	0,0736
25	85	0,942215	0,8264	0,9	0,0736
26	85	0,942215	0,8264	0,9	0,0736

27	85	0,942215	0,8264	0,9	0,0736
28	90	1,340334	0,9099	1	0,0901
29	90	1,340334	0,9099	1	0,0901
30	90	1,340334	0,9099	1	0,0901
Total	2195				
M	73,16667				
V	157,7299				
S	12,55906				
L_o	0,100433				
Lt	0,161				

NORMALITY TESTING OF CONTROL CLASS USING MANUAL

CALCULATION

a. **Mean($\bar{x}$)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{2195}{30}$$

$$= 73,1667$$

b. **Variant (S^2)**

$$S^2 = \frac{n\sum fixi^2 - (\sum fixi)^2}{n\,(n-1)}$$

$$= \frac{(30 x 165175 - (2195)^2)}{30\,(30-1)}$$

$$= \frac{4955250 - 4818025}{870}$$

$$= \frac{137225}{870}$$

$$= 157,7299$$

c. **Deviation Standard**

$$\sqrt{157,7299} = 12,55906$$

Normality test by Liliefors test in Experiment class

No	Xi	Zi	f(zi)	S(zi)	f(zi)-S(zi)	f(zi)-S(zi)
1	50	-1,84462	0,0329	0,133333	-0,100433	0,100433
2	50	-1,84462	0,0329	0,133333	-0,100433	0,100433
3	50	-1,84462	0,0329	0,133333	-0,100433	0,100433
4	50	-1,84462	0,0329	0,133333	-0,100433	0,100433
5	60	-1,04838	0,1469	0,233333	-0,086433	0,086433
6	60	-1,04838	0,1469	0,233333	-0,086433	0,086433
7	60	-1,04838	0,1469	0,233333	-0,086433	0,086433
8	65	-0,65026	0,2578	0,3	-0,0422	0,0422
9	65	-0,65026	0,2578	0,3	-0,0422	0,0422
10	70	-0,25214	0,4013	0,366667	-0,034633	0,034633
11	70	-0,25214	0,4013	0,366667	-0,034633	0,034633
12	75	0,145977	0,5596	0,533333	-0,026267	0,026267
13	75	0,145977	0,5596	0,533333	-0,026267	0,026267
14	75	0,145977	0,5596	0,533333	-0,026267	0,026267
15	75	0,145977	0,5596	0,533333	-0,026267	0,026267
16	75	0,145977	0,5596	0,533333	-0,026267	0,026267
17	80	0,544096	0,7054	0,766667	-0,061267	0,061267
18	80	0,544096	0,7054	0,766667	-0,061267	0,061267
19	80	0,544096	0,7054	0,766667	-0,061267	0,061267
20	80	0,544096	0,7054	0,766667	-0,061267	0,061267
21	80	0,544096	0,7054	0,766667	-0,061267	0,061267
22	80	0,544096	0,7054	0,766667	-0,061267	0,061267
23	80	0,544096	0,7054	0,766667	-	0,061267

					0,061267	
24	85	0,942215	0,8264	0,9	-0,0736	0,0736
25	85	0,942215	0,8264	0,9	-0,0736	0,0736
26	85	0,942215	0,8264	0,9	-0,0736	0,0736
27	85	0,942215	0,8264	0,9	-0,0736	0,0736
28	90	1,340334	0,9099	1	-0,0901	0,0901
29	90	1,340334	0,9099	1	-0,0901	0,0901
30	90	1,340334	0,9099	1	-0,0901	0,0901

Statistic source	
N	30
X(Mean)	65
S	12,86535
S^2	165,5172
Modus	70
Median	65

NORMALITY TESTING OF CONTROL CLASS USING MICROSOFT EXCELL

No	Xi	Zi	f(Zi)	S(Zi)	f(Zi-S(Zi)
1	40	-1,9432	0,0262	0,1	0,0738
2	40	-1,9432	0,0262	0,1	0,0738
3	40	-1,9432	0,0262	0,1	0,0738
4	50	-1,16592	0,121	0,2	0,079
5	50	-1,16592	0,121	0,2	0,079
6	50	-1,16592	0,121	0,2	0,079
7	60	-0,38864	0,3446	0,4	0,0554
8	60	-0,38864	0,3446	0,4	0,0554
9	60	-0,38864	0,3446	0,4	0,0554
10	60	-0,38864	0,3446	0,4	0,0554
11	60	-0,38864	0,3446	0,4	0,0554
12	60	-0,38864	0,3446	0,4	0,0554
13	65	0	0,5	0,533333	0,033333
14	65	0	0,5	0,533333	0,033333
15	65	0	0,5	0,533333	0,033333
16	65	0	0,5	0,533333	0,033333
17	70	0,388641	0,6554	0,766667	0,111267
18	70	0,388641	0,6554	0,766667	0,111267

19	70	0,388641	0,6554	0,766667	0,111267
20	70	0,388641	0,6554	0,766667	0,111267
21	70	0,388641	0,6554	0,766667	0,111267
22	70	0,388641	0,6554	0,766667	0,111267
23	70	0,388641	0,6554	0,766667	0,111267
24	80	1,165922	0,879	0,933333	0,054333
25	80	1,165922	0,879	0,933333	0,054333
26	80	1,165922	0,879	0,933333	0,054333
27	80	1,165922	0,879	0,933333	0,054333
28	80	1,165922	0,879	0,933333	0,054333
29	85	1,554563	0,9394	1	0,0606
30	85	1,554563	0,9394	1	0,0606
Total	1950				
Rata-rata	65				
Varian	165,5172				
Simpangan Baku	12,86535				
Lo	0,111267				
Lt	0,161				

a. **Mean($\bar{x}$)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1950}{30}$$

$$= 65$$

b. **Variant (S^2)**

$$S^2 = \frac{n\sum fixi^2 - (\sum fixi)^2}{n\,(n-1)}$$

$$= \frac{(30 x 131550 - (1950)^2)}{30\,(30-1)}$$

$$= \frac{3946500 - 3802500}{870}$$

$$= \frac{144000}{870}$$

$$= 165,517$$

c. Deviation Standard

$$\sqrt{165,5172} = 12,86535$$

Normality test by Liliefors test in Control class

No	Xi	Zi	f(zi)	S(zi)	f(zi)-S(zi)	f(zi)-S(zi)
1	40	-1,9432	0,0262	0,1	-0,0738	0,0738
2	40	-1,9432	0,0262	0,1	-0,0738	0,0738
3	40	-1,9432	0,0262	0,1	-0,0738	0,0738
4	50	-1,16592	0,121	0,2	-0,079	0,079
5	50	-1,16592	0,121	0,2	-0,079	0,079
6	50	-1,16592	0,121	0,2	-0,079	0,079
7	60	-0,38864	0,3446	0,4	-0,0554	0,0554
8	60	-0,38864	0,3446	0,4	-0,0554	0,0554
9	60	-0,38864	0,3446	0,4	-0,0554	0,0554
10	60	-0,38864	0,3446	0,4	-0,0554	0,0554
11	60	-0,38864	0,3446	0,4	-0,0554	0,0554
12	60	-0,38864	0,3446	0,4	-0,0554	0,0554
13	65	0	0,5	0,533333	-0,033333	0,033333
14	65	0	0,5	0,533333	-0,033333	0,033333
15	65	0	0,5	0,533333	-0,033333	0,033333
16	65	0	0,5	0,533333	-0,033333	0,033333
17	70	0,388641	0,6554	0,766667	-0,111267	0,111267
18	70	0,388641	0,6554	0,766667	-0,111267	0,111267
19	70	0,388641	0,6554	0,766667	-0,111267	0,111267
20	70	0,388641	0,6554	0,766667	-0,111267	0,111267
21	70	0,388641	0,6554	0,766667	-0,111267	0,111267
22	70	0,388641	0,6554	0,766667	-0,111267	0,111267
23	70	0,388641	0,6554	0,766667	-0,111267	0,111267
24	80	1,165922	0,879	0,933333	-0,054333	0,054333
25	80	1,165922	0,879	0,933333	-0,054333	0,054333
26	80	1,165922	0,879	0,933333	-0,054333	0,054333
27	80	1,165922	0,879	0,933333	-0,054333	0,054333
28	80	1,165922	0,879	0,933333	-0,054333	0,054333
29	85	1,554563	0,9394	1	-0,0606	0,0606
30	85	1,554563	0,9394	1	-0,0606	0,0606

APPENDIX V

a. Find out the standard error mean of the two variables with the following

forrmula:

   1. **Standart Error Experiment Class**

     $M_1 = 73,16$

     $SD = 12,55$

$$SEM_X = \frac{SD_X}{\sqrt{N_1 - 1}}$$

$$SE = \frac{12,55}{\sqrt{30-1}}$$

$$= \frac{12,55}{\sqrt{29}}$$

$$= \frac{12,55}{5,58}$$

$$= 2,32$$

   2. **Standart Error Control Class**

     $M_2 = 65$

     $SD = 12,86$

$$SEM_Y = \frac{SD_Y}{\sqrt{N_1 - 1}}$$

$$SE_2 = \frac{12,86}{\sqrt{30-1}}$$

$$= \frac{12,86}{\sqrt{29}}$$

$$= \frac{12,86}{5,38}$$

$$= 2,39$$

b. Find out the standard error of the difference between the mean X and Y with

the following formula:

$$SEM_{XY} = \sqrt{SEMx^2 + SEMy^2}$$

$$= \sqrt{2,32^2 + 2,39^2}$$

$$= \sqrt{5,38 + 5,71}$$

$$= \sqrt{11,09}$$

$$= 3,33$$

$$t_o = \frac{Mx - My}{SEMx-y}$$

$$= \frac{73,16 - 65}{3,33}$$

$$= \frac{8,16}{3,33}$$

$$= 2,45$$

APPENDIX VI

L-TABLE

Tabel Liliefors

Ukuran sampel N	p = 0,80 α = 0,20	p = 0,85 α = 0,15	p = 0,90 α = 0,10	p = 0,95 α = 0,05	p = 0,99 α = 0,01
4	0,300	0,319	0,352	0,381	0,417
5	0,285	0,299	0,315	0,337	0,405
6	0,265	0,277	0,294	0,319	0,364
7	0,247	0,258	0,276	0,300	0,348
8	0,233	0,244	0,261	0,285	0,331
9	0,223	0,233	0,249	0,271	0,311
10	0,215	0,224	0,239	0,258	0,294
11	0,206	0,217	0,230	0,249	0,284
12	0,199	0,212	0,223	0,242	0,275
13	0,190	0,202	0,214	0,234	0,268
14	0,183	0,194	0,207	0,227	0,261
15	0,177	0,187	0,201	0,220	0,257
16	0,173	0,182	0,195	0,213	0,250
17	0,169	0,177	0,189	0,206	0,245
18	0,166	0,173	0,184	0,200	0,239
19	0,163	0,169	0,179	0,195	0,235
20	0,160	0,166	0,174	0,190	0,231
25	0,142	0,147	0,158	0,173	0,200
30	0,131	0,136	0,144	0,161	0,187
n > 30	$\dfrac{0,736}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{1,031}{\sqrt{n}}$

T-TABLE

Pr	0,25	0,10	0,05	0,025	0,01	0,005	0,001
df	0,50	0,20	0,10	0,050	0,02	0,010	0,002
51	0,67933	1,29837	1,67528	2,00758	2,40172	2,67572	3,25789
52	0,67924	1,29805	1,67469	2,00665	2,40022	2,67373	3,25451
53	0,67915	1,29773	1,67412	2,00575	2,39879	2,67182	3,25127
54	0,67906	1,29743	1,67356	2,00488	2,39741	2,66998	3,24815
55	0,67898	1,29713	1,67303	2,00404	2,39608	2,66822	3,24515
56	0,67890	1,29685	1,67252	2,00324	2,39480	2,66651	3,24226
57	0,67882	1,29658	1,67203	2,00247	2,39357	2,66487	3,23948
58	0,67874	1,29632	1,67155	2,00172	2,39238	2,66329	3,23680
59	0,67867	1,29607	1,67109	2,00100	2,39123	2,66176	3,23421
60	0,67860	1,29582	1,67065	2,00030	2,39012	2,66028	3,23171
61	0,67853	1,29558	1,67022	1,99962	2,38905	2,65886	3,22930
62	0,67847	1,29536	1,66980	1,99897	2,38801	2,65748	3,22696
63	0,67840	1,29513	1,66940	1,99834	2,38701	2,65615	3,22471
64	0,67834	1,29492	1,66901	1,99773	2,38604	2,65485	3,22253
65	0,67828	1,29471	1,66864	1,99714	2,38510	2,65360	3,22041
66	0,67823	1,29451	1,66827	1,99656	2,38419	2,65239	3,21837
67	0,67817	1,29432	1,66792	1,99601	2,38330	2,65122	3,21639
68	0,67811	1,29413	1,66757	1,99547	2,38245	2,65008	3,21446
69	0,67806	1,29394	1,66724	1,99495	2,38161	2,64898	3,21260
70	0,67801	1,29376	1,66691	1,99444	2,38081	2,64790	3,21079
71	0,67796	1,29359	1,66660	1,99394	2,38002	2,64686	3,20903
72	0,67791	1,29342	1,66629	1,99346	2,37926	2,64585	3,20733
73	0,67787	1,29326	1,66600	1,99300	2,37852	2,64487	3,20567
74	0,67782	1,29310	1,66571	1,99254	2,37780	2,64391	3,20406
75	0,67778	1,29294	1,66543	1,99210	2,37710	2,64298	3,20249
76	0,67773	1,29279	1,66515	1,99167	2,37642	2,64208	3,20096
77	0,67769	1,29264	1,66488	1,99125	2,37576	2,64120	3,19948
78	0,67765	1,29250	1,66462	1,99085	2,37511	2,64034	3,19804
79	0,67761	1,29236	1,66437	1,99045	2,37448	2,63950	3,19663
80	0,67757	1,29222	1,66412	1,99006	2,37387	2,63869	3,19526
81	0,67753	1,29209	1,66388	1,98969	2,37327	2,63790	3,19392
82	0,67749	1,29196	1,66365	1,98932	2,37269	2,63712	3,19262
83	0,67746	1,29183	1,66342	1,98896	2,37212	2,63637	3,19135
84	0,67742	1,29171	1,66320	1,98861	2,37156	2,63563	3,19011
85	0,67739	1,29159	1,66298	1,98827	2,37102	2,63491	3,18890
86	0,67735	1,29147	1,66277	1,98793	2,37049	2,63421	3,18772
87	0,67732	1,29136	1,66256	1,98761	2,36998	2,63353	3,18657
88	0,67729	1,29125	1,66235	1,98729	2,36947	2,63286	3,18544
89	0,67726	1,29114	1,66216	1,98698	2,36898	2,63220	3,18434
90	0,67723	1,29103	1,66196	1,98667	2,36850	2,63157	3,18327
91	0,67720	1,29092	1,66177	1,98638	2,36803	2,63094	3,18222
92	0,67717	1,29082	1,66159	1,98609	2,36757	2,63033	3,18119
93	0,67714	1,29072	1,66140	1,98580	2,36712	2,62973	3,18019
94	0,67711	1,29062	1,66123	1,98552	2,36667	2,62915	3,17921
95	0,67708	1,29053	1,66105	1,98525	2,36624	2,62858	3,17825
96	0,67705	1,29043	1,66088	1,98498	2,36582	2,62802	3,17731
97	0,67703	1,29034	1,66071	1,98472	2,36541	2,62747	3,17639
98	0,67700	1,29025	1,66055	1,98447	2,36500	2,62693	3,17549
99	0,67698	1,29016	1,66039	1,98422	2,36461	2,62641	3,17460
100	0,67695	1,29007	1,66023	1,98397	2,36422	2,62589	3,17374

APPENDIX VII

STUDENTS' RESULT

EXPERIMENTAL CLASS

CONTROL CLASS

APPENDIX VIII

LETTER PERMISSION FROM UIN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-14088/ITK.V.3/PP.00.9/11/2020
Lampiran : -
Hal : **Izin Riset**

05 November 2020

Yth. Bapak/Ibu Kepala MTs PAB 1 Helvetia

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Aslamiah
NIM	: 0304162068
Tempat/Tanggal Lahir	: Desa Baru, 13 Maret 1997
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: DESA PAYA GAMBAR DUSUN II Kelurahan DESA PAYA GAMBAR Kecamatan BATANG KUIS

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs PAB 1 Helvetia, Jl. Veteran Psr. IV Helvetia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Using Dictation Method in Teaching English Listening Skill at Seven Grade Students of MTs PAB 1 Helvetia.

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 05 November 2020
a.n. DEKAN

Digitally Signed
Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 197506222003122002

APPENDIX X

LETTER RESPONSE FROM MTs PAB-1 HELVETIA

PERKUMPULAN AMAL BAKTI
MADRASAH TSANAWIYAH SWASTA PAB.1 HELVETIA

MTs PAB - 1 HELVETIA

NPSN   : 10264210   NOMOR : 5362/BAP-SM/PROVSU/LL/XII/2013
N.S.M   : 121212070032   TGL.   : 28 DESEMBER 2013
STATUS : AKREDITASI A

Alamat : Jl. Veteran Pasar IV Helvetia Kec. Labuhan Deli Kab. Deli Serdang - 20373 Telp. 061-42084457

SURAT KETERANGAN
Nomor : Ts-1/B. 1924 /PAB/XII/2020

Saya yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah PAB – 1 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

    a. Nama   :   **Aslamiah**
    b. NIM   :   **0304162068**
    c. Prog. Studi   :   **S1 – Pend. Bahasa Inggris UINSU**

Adalah benar nama tersebut telah melakukan penelitian di Madrasah Tsanawiyah PAB – 1 Helvetia guna mendapatkan data-data yang berhubungan dengan skripsi berjudul :

" Using Dictation Method In Teaching English Listening Skill At Seven Grade Students Of MTs PAB – 1 Helvetia ".

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 14 Desember 2020
Kepala

Satria Wiraprana, S.Pd

cc. arsip

APPENDIX XI

DOCUMENTATION

APPENDIX XII

BIOGRAPHY

Name   : Aslamiah

Reg. Number   : 0304162068

Department   : English Education

Place/Date of Birth   : Desa Baru, 13nd March 1997

Religion   : Islam

Address   : Dusun II. Desa Paya Gambar

Thesis Title   : Using Dictation Method In Teaching English Listening

Skill At Seven Grade Students Of Mts 1 Pab Helvetia

Advisor I   : Prof. Dr. Didik Santoso, M.Pd.

Advisor II   : Ernita Daulay, S.Pd, M.Hum.

Father"s name   : Azwar

Mother"s name   : Maisarah

Education   :

a. SDN. 106825   (2003-2009)

b. SMP N 1 Batang Kuis   (2009-2012)

c. SMA N 1 Batang Kuis   (2012-2015)

d. Student of English Department Faculty Tarbiyah Science and Training State Islamic University (UINSU) Medan 2016-2020 until reaching the degree of S1