IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT SMP NEGERI 6 KISARAN IN ACADEMY YEAR 2021/ 2022

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By:

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NIM. 0304173183

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2021

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FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
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2021

SURAT PENGESAHAN

Skripsi ini yang berjudul **"IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT SMP NEGERI 6 KISARAN IN ACADEMY YEAR 2021/ 2022"** yang disusun oleh **Syafrida Laila** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

26 Oktober 2021 M

17 Rabiul Awal 1443 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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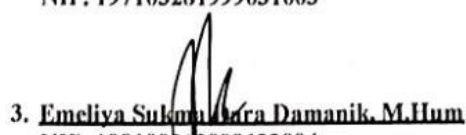
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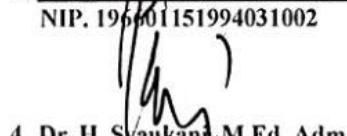NIP. 198012012009122003

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Assalamu'alaikum Warahmatullahi

WabarakatuhDengan Hormat,

Setelah membaca, meneliti, mengoreksi dan memberisaran-saran perbaikan

seperlunya terhadap skripsi saudari:

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Jurusan/ Prodi : Tadris Bahasa Inggris

Judul : Improving Students' Listening Ability through Dictation Technique at SMP Negeri 6 Kisaran inAcademy Year 2021/ 2022

Dengan ini kami menilai skripsi inidapat diterima untuk diajukan dalam sidang Munaqasyah pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Judul Skripsi : **IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT SMP NEGERI 6 KISARAN IN ACADEMY YEAR 2021/ 2022**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari atau dapat dibuktikan skripsi ini hasil orang lain, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan,   Oktober 2021

Yang membuat pernyataan,

SYAFRIDA LAILA

0304173183

ABSTRACT

SYAFRIDA LAILA (0304173183) Improving Students' Listening Ability through Dictation Technique at SMP Negeri 6 Kisaran in Academy Year 2021/2022.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, Medan (2021)

Keywords: *Listening Ability, Dictation Technique, Classroom Action Research*

This research was aimed to find out the improvement of the students' listening ability through dictation technique. The research subject was ninth grade students. The researcher took IX-4 of SMP Negeri 6 Kisaran, it consisted of 32 students. This research was conducting by using Classroom Action Research (CAR) that consisted of four phases; planning, acting, observing and reflecting. The technique of collecting and analyzing data applied in this research were quantitative and qualitative. Quantitative data was obtained from the tests such as the pre-test, post-test I, and post-test II. Qualitative data was obtained from the observation, interview, and documentation. The research results showed there was improving in students' listening ability through dictation technique. It can be seen from the mean or average scores in pre-test was 48,12, post-test I was 81,25, and post-test II was 90,93. Meanwhile, the total score percentage of the pre-test was 31,25%, post-test I was 100% and post-test II was 100%. Post-test I and II percentages, the students had varied scores, but the highest one was in post-test II. It showed that there was improving in students' listening ability. Besides, the students could more focus, enthusiastic, and concentrated in the teaching-learning process. It can be concluded that the dictation technique was effective to improve students' listening ability.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah, all praise to Allah Almighty for giving us healthy, opportunity, and ability to us to do our activity as usual. Once again, thanks to Allah SWT for giving me a chance to finish this skripsi. Praise and blessing to our beloved prophet Muhammad SAW, who has brought us from Jahilliyah era into Islamiyah era. Without helping and encouragement from the people, this skripsi would not be completed timely. This skripsi is a partial fulfillment of the requirements to get the degree of Education this skripsi. Praise and blessing to our beloved prophet Muhammad SAW, who has brought us from Jahilliyah era into Islamiyah era. Without helping and encouragement from the people, this skripsi would not be completed timely. This skripsi is a partial fulfillment of the requirements to get the degree of Education Bachelor at English Education Department of Tarbiyah Science and Teacher Training Faculty of UINSU Medan.

In completing the process of this skripsi, of course the researcher got supported and helped from people around the researcher. Therefore, the researcher would like to say thank you to:

1. Allah SWT who always gives me grace, chance, and simplifies for all my steps so that I can complete my skripsi in time.
2. My father, Jamaluddin and My mother, Dra. Ismik Haryani, who always support, love and pray for me. Your prayers and support will never end for me. So, I can finish it timely. Proudly, I'm dedicating this skripsi to them.
3. Dr. Mardianto, M.Pd as the dean of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan.
4. Yani Lubis, S.Ag., M.Hum as the head of English Educational Department.

14. The last but not least, all my family and also my dear friends, who have supported, helped and always be there for me. That may not be able to mention one by one. I feel thank to you all.

The researcher realizes that this skripsi is far from the word "perfect", still has some weaknesses and mistakes. Therefore, any constructive criticism and suggestion will be gladly accepted to make this skripsi be better. Hopefully, this skripsi can be useful for all the readers and can contribute to various parties, especially in the field of education.

Medan, March 05th 2021

Syafrida Laila
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CHAPTER I

INTRODUCTION

A. **Background of the Study**

In this modern era, English is a communication tool that can connect us with people from different countries and even different languages with us, therefore it is called the global language. Besides creating it easier for us to communicate, English is also very much needed when we want to apply for a job. Not only that, English is often found around us, for example on an instruction paper. So that, learning English is extremely necessary. In Indonesia itself, English also studied, starting from the elementary level to the highest level. People even register and join English courses to improve their English language skills. English has become one of the main subjects in Indonesian school.

Basically, this language is quite difficult to understand and to learn. In addition to the grammatical structure which is sometimes reversed and the letters that are sometimes different when spoken. Unlike Indonesian, English has many rules. For example, when you say "gadis cantik" in English it becomes "beautiful girl" where the adjective comes first from the pronoun. Then, we can see from the word "ice" which is read "aɪs"(water that has frozen and becomes solid), while the word "ill" is still read "ɪl"(sick; suffering from an illness or disease).[1] It seems like Bloomfield's statement, he stated that the pronunciation of the words may differ from what was appeared in the text print and also can be affected by the words that actually presented.[2] If you are lacking in learning English then you will be confused when you hear it. It feels strange to your ears because the words and what is spoken sound different. This is one of the reasons, why English is a foreign language that is quite difficult to learn and mastery. But that doesn't mean it can't be mastered. By practicing and studying diligently, the learners will be

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[1] Victoria Bull. 2011. *Oxford Learner's Pocket Dictionary (Fourth Edition).* UK: Oxford University Press, p. 218-219

[2] Amber Bloomfeld, et al. 2010. *What makes listening difficult? Factors affecting second language listening comprehension*. USA: University of Maryland, p. 3-4

able to mastery the language. As pepatah lama says, "Alah bisa karena biasa", means practice makes perfect. In English, there are four skills that must be mastered, namely listening, speaking, reading, and writing skills. In this skripsi, we focus on listening skills. Listening is the first skill that will be learned, before finally, students must master three other skills, namely: speaking, reading, and writing skills. By listening, we can learn how to pronounce correctly. We can also learn the grammar structure and the meaning from what the speaker said. By developing our listening skills, it will be easier for the brain to understand what was heard. It requires knowledge of vocabulary as well.

Basically, listening and hearing are different. Hearing is a programmed brain reaction to sound that requires no exertion or effort. We listen to those accidental sounds, unless we have a reason to do something else, we prefer to ignore them. For example, when the sound of raindrops outside the house, and the phone is ringing at the same time, we will put attention to the phone and will ignore the sound of raindrops. It is because the sound from the phone is more imperative to us. On the other hand, listening is more deliberate and concentrated. As a consequence, it needed such as focus and effort. The point of it, listening entails paying active, focused, and concentrated attention to the meanings conveyed by the speaker. So, we can provide feedback if the speaker who provided us with the information requires it.

According to Allwood cited by Rost, "Though the terms hearing and listening are often used interchangeably in everyday talk, there are essential differences between them. While both hearing and listening are initiated through sound perception, the difference between them is essentially a degree of intention."[3] So, another thing which needed is intention. If we don't have the intention to know the information, so we may ignore it and not focus on that. Besides, we should have knowledge about the information conveyed. If it is related to learning English, listening skills are very important. Because, without listening first, we will do not know what the speaker is saying. In this case, if

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[3] Michael Rost. 2011. *Teaching and Researching Listening (Second Edition)*. UK: Pearson Education Limited, p. 12

students do not have listening skills, they will not understand and have difficulty understanding what the teacher says. When they listen very well to the material presented, they can understand the material. But vocabulary mastery is also very necessary in mastering listening skills in English. Listening is different from hearing. We can hear the material, but that does not mean we focus and understand the meaning conveyed from the material. Listening skills are also contained in the curriculum that, of course, this is very necessary for students to master it.

Listening skills must be applied in the school. If we look at the competency standards and basic competencies in the lesson plan for junior high school level, it is written there that the students are expected to have the ability to understand and also give the response, both of spoken and written language. If it is related to listening skills that if students want to understand spoken language, of course, they must need listening skills. Altough, the learning system is not focus only one skill but the learning system uses the integrative learning. Integrative learning is defined as processes and strategies that integrate language content (reading, writing, speaking, and listening) and relate it with other subjects.[4] It is such as combine two or more skills. In my research, I combine listening skill and writing skill. However, what I focus on is only one skill, namely listening skill to find out the students' listening ability and what are their problems with this skill.

In fact, the students are mostly stuck with poor listening habits that get in the way of effective listening. They tend to do things and don't focus on listening. This is due to interference from both external and internal factors. It could be because their friends bothered them or there was noise in the classroom and also a lack of knowledge and mastery of what was being said. When they do not focus on something, they do not try to listen and understand something that they think are difficult, they think that the material presented is not important to learn.

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[4] Wiwin Herwina, Ajid Madjid and Adang Daniel. 2018. *Pengembangan Model Pembelajaran Terintegrasi Soft Skill dan Hard Skill dalam Meningkatkan Kompetensi Warga Belajar pada Lembaga Kursus Kecantikan*. Jurnal Ilmiah Visi PGTK PAUD dan DIKMAS. Vol. 13. No. 1, p. 42 https://media.neliti.com/media/publications/259998-pengembangan-model-pembelajaran-terinteg-4beb4ff7.pdf (November, 10th 2021)

However, they must learn to forget such things and not let the influence affect their listening skills.

When teaching in the class, the teacher can use various techniques that can help the teacher to explain the material, so that students can understand it easily. Likewise, if the teacher wants to train students' listening skills, the teacher can use the teaching techniques that he/she mastered. Teaching techniques have an important role in the teaching and learning process. With the use of appropriate learning techniques, it can motivate students to increase their enthusiasm. The teacher can create the material to be conveyed and combined with the appropriate techniques so that the class becomes fun and the students do not feel bored. The teachers must be careful in choosing techniques so that the students understand the material. Through proper techniques, students can improve their abilities. In this case, the researcher is interested in discussing improving students' listening ability by using dictation techniques. Where, the students must listen about what the material explained by the speaker in a clear and loud voice. They have to write down the words. With this dictation technique, it can provide motivation to the students so that they focus on listening about what was said by the speaker so that they can understand and write it down. Besides that, for a moment they unconsciously memorized these words. It is related to short-and long-term memory of the students. Dictation is a technique commonly used by a teacher to their students. The teacher conveys something orally then the students remember it for a few moments before writing it down on the note. The content of the note is affected by the students' listening ability. Besides that, it takes mastery of the language and the ability to remember what they have heard.[5] While not only the correct repetition of the words and the pauses, the clear and loud voice of the speaker is also needed for applying this technique. From uses this technique, the students can practice then improve their listening ability.

The researcher's pre-observation conducted in SMP Negeri 6 Kisaran, it was found that the dictation technique was not something strange to the students,

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[5] I.S.P. Nation, Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. UK: Routledge, p. 59

because this technique was often used by the students when learning Indonesian lesson. The students have learned by using this technique since elementary school. Then the researcher asked one of the teachers who taught English lesson at SMP Negeri 6 Kisaran, about the use of the dictation technique in learning English. From the teacher's information, the dictation technique has been used when learning English, but not often. In addition, the researcher was interested to know whether there is an improvement in students' listening ability by using the dictation technique. Dictation is one of the teaching techniques which might be used for listening skill.

In addition, the researcher asked about students' problems in listening, such as what are the factors that inhibit students' listening when using this technique. The teacher answered that there were several factors that become problems when using this technique because this concerns the listening ability of the students. So, there are two factors, namely internal and external factors. One of the internal factors was the lack of students' knowledge of what was conveyed, both in the form of material and vocabulary. Besides that, the laziness of the students in paying attention to the material also can be the factor. While, the external factors are the students who feel annoyed by their friends because they are noisy when listening-based lessons were in progress and there were also students who cheat when the teacher was dictating something, so that their friends became disturbed.

The student still confused and also can't interpret what they have heard. They were not able to listen to all the material conveyed by the speaker, so that they didn't get the message from what the speaker said actually. Therefore, they were not focused 100% on what the speaker conveyed, and the consequence was the students didn't understand the meaning of it. As a result, this condition affected students' ability to listen. In this case, the researcher wanted to find out whether there was an improvement after using the technique and also wanted to know the difficulties faced by the students in learning listening.

Based on the explanation above, the researcher wanted to know the improvement of the students' original abilities before and after the dictation

technique was applied. Because interested related to this technique. The researcher conducted it with the title *Improving the students' listening ability through dictation technique at SMP Negeri 6 Kisaran in the academy year 2021/ 2022.*

B. Identification of the Problem

Based on the background above, there were some problems in teaching and learning listening, the problems were as follows:
1. The students get difficulties in learning listening.
2. The students' ability in learning listening.

C. Limitation of the Problem

The limitation in this research was the Dictation Technique in process of learning to improve the student's ability in listening.

D. Formulation of the Problem

The formulation of the study from this research as follows:
1. How is the students' ability at listening before and after being taught by using the dictation technique?
2. How the situation of the class when using the dictation technique?
3. What are the difficulties faced by the students in listening when the teacher used the dictation technique?

E. Objective of the Study

The objective of this study was to investigate the students' listening ability by using the dictation technique.
1. To know the students' ability at listening before and after being taught by using the dictation technique.
2. To know the situation of the class when using the dictation technique.
3. To know the difficulties faced by the students in listening when the teacher used the dictation technique.

F. Significance of the Study

The Significance of the study was divided into two, namely theoretically significant and practically significant.

1. Theoretically Significant
   a. This research expected can added information to the readers about how to improve the students' ability in listening through the dictation technique.
   b. This research expected can be used as a reference to know about learning listening and dictation technique.

2. Practically Significant.
   a. This research expected can help the students to improve their listening ability by using the dictation technique.
   b. This research expected can be used for the teacher as a reference for the implementation of the dictation technique in teaching listening
   c. This research expected can give more information for the reader about how to improve the student's listening ability through the dictation technique.
   d. This research expected can be used for other researchers as references to do further research with the same subject in various topics and different contexts.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In the theoretical framework presented some theories and information that explain the concepts in the study so that it becomes clear, namely regarding the use of dictation techniques in students' listening skills. In supporting the ideas of this research, it takes several theories and information to be included to assist the researcher in designing the concept of this research and support the explanation of the content in this study. In conducting research, of course, we need the theories to explain some applicable concepts related to the research being carried out. Certainly, the terms related to the research must be clarified, so that can be understood. The following terms used in this research were:

1. Listening

a. Definition of Listening

Listening is the first skill that will be learned before finally, the students must master three other skills, namely: speaking skills, reading skills, and writing skills. According to Oxford Advanced Learner's Dictionary, listen is to pay attention to sb/ sth (somebody/ something) that you can hear.[6] Listening skill is the skill in understanding the meaning of what was heard, of course, must focus and pay attention to it. So that active participation is needed from the listeners themselves, in order to understand the message conveyed. Not only accepting the message but also understanding it, so that if a listener's response is needed to what was conveyed by the speaker, the listener is able to provide the feedback. Because listening means catching what the speaker says.[7] Saricoban stated that listening is needed to learn something, especially in language learning, by listening well, the listener will get information from what he heard and can also imitate the words

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[6] AS Hornby. 2010. *Oxford Learner's Dictionary (Eighth Edition)*. UK: Oxford UniversityPress, p. 868

[7] Michael Rost. 2011. *Teaching and Researching Listening (Second Edition)*. UK: Pearson Education Limited, p. 2

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that were heard so that it can be used for learning materials such as listening to material that explained by a teacher, or imitated how to pronounce something correctly through a tutor. A good listener can be concluded what she/ he heard with the same meaning as the speaker intended. It can be concluded that listening is medium that can be used to obtain most of the education, knowing a lot of information, and understanding about the world and other things.[8] With the ability to listen, listeners can get a lot of information and can even add to the knowledge of the listeners themselves by listening to the material that is considered to be able to increase their knowledge.

While Underwood argues that listening is an activity, in this case, the activity he means is paying attention by trying to focus and trying to get a meaning that can be concluded as information from something heard by the listener.[9] From Underwood's statement that listening includes the activity of paying attention and understanding what is heard. Paying attention here is not just seeing with both eyes, but means focusing on what is heard and understanding it so that it gets meaning from the activity.

This is related to the word of Allah SWT. Allah SWT also said in the Qur'an surah An-Nahl verse 78:

$$\text{وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْـًٔا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾}$$ [10]

[8] Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto. 2013. *Increasing Students' Listening Achievement Through Running Dictation*. Unila Journal of English Teaching. Vol. 2. No. 11, p. 3 http://jurnal.fkip.unila.ac.id/index.php/123/article/view/3203 (March, 11th 2021)

[9] Hesthi Herusatoto. 2016. *Using Dictation to Promote the Use of Grammar Knowledge in Reconstructing Listening Text*. A Journal of Culture, English Language, Teaching & Literature. Vol. 16. No. 2, p. 218 http://journal.unika.ac.id/index.php/celt/article/view/763/pdf_11 (March, 5th 2021)

[10] https://ilhamaswaja.files.wordpress.com/2016/11/113cf-www-materisma-com.png?w=640&h=128 (June 13th 2021)

"Allah brought you out of your mothers' wombs, not knowing anything; and He gave you the hearing and the eyesight, and the brains; that you may give thanks."[11]

It is related to the word of Allah SWT with Underwood's statement that there are related similarities. When humans were born, they do not know anything. However, Allah SWT gave humans hearing, sight, and also the heart in the form of feelings, so that humans are grateful to Allah SWT for the blessings that have been given to them. One of the blessings mentioned above is hearing. Humans did not know anything previously, but they learned. Then God bless them with the ability to hear. While one of the four skills in learning a language is listening. In case, hearing and listening are totally different. But hearing can change into listening if that ability can improve better. Because hearing is a passive and natural process, listening is an active and learned process and is defined as a skill.[12] To relate it with Underwood's statement that listening includes the activity of paying attention and trying to get the meaning of something that heard it. Using good listening ability means that humans have tried to get information (knowledge). Let's imagine if Allah SWT does not give the blessing of hearing and others. Humans will be difficult to develop their intelligence, so we should take advantage of the blessings of Allah SWT in the form of improving and developing the abilities received to become better human beings and should always be grateful to Allah SWT. Besides that, listening is like a chain that is connected because effective listening can provide feedback in the form of a response to what is got by the listener. Brown suggested that learning listening mean learning to respond and continue to respond to listening as a chain.[13] Brown describes that listening is like a chain that is interconnected continuously, will not break to provide feedback, so that communication continues between the speaker

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[11] Talal Itani. 2014. *Quran English Translation Clear, Pure, Easy to Read Modern English*. Dallas: Clear Quran, p. 99

[12] Ekrem Solak. 2016. *Teaching Language Skills for Prospective English Teachers*. Pelikan: Turkey, p. 30

[13] Dara Yusnida, Asnawi Muslem, Abdul Manan. 2017. *A Study of Teaching Listening*. English Education Journal. Vol. 8. No. 4, p. 441 http://jurnal.unsyiah.ac.id/EEJ/article/view/9204 (June, 9th 2021)

and the listener. As we know, listening is an important part of everyday communication in any language.[14] It means that whatever language is used as long as we understand what the speaker is saying and understand what he means, and can also provide a response that the previous speaker can understand then communication will continue.

Rost stated that most of the definitions of listening that he found lean towards one of four orientations, namely receptive, constructive, collaborative, and transformative. Here were some examples of the definitions he found:

1. Receptive

Listening is receiving what the speaker says, means getting the information and the idea from the speaker, analyze the message, unload the content, reaping the speaker's mind to get the news, and receiving the speaker's images, impressions, thoughts, beliefs, and others. Listening also refers to the selective process of attending to, hearing, understanding, and remembering aural symbols.

2. Constructive

Listening is constructing and representing meaning, it means to figure out the mind of the speaker, find out something interesting from what is said and what is relevant for the listener, reframing the message, understanding the reason why the speaker tells, noticing what is not said by the speaker. Besides that, listening is the process by which oral language is received, critically, and purposefully attended to, recognized, and interpreted in terms of experiences and future expectancies.

3. Collaborative

Listening is negotiating meaning with the speaker and responding, it means responding to the speaker, showing interest in the topic, coordinating with the speaker, signaling the speaker about the listener's ideas, sharing the speaker's emotional climate.

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[14] Ekaterina Nemtchinova. 2013. *Teaching Listening*. USA: TESOL International Association, p. 1

4. Transformative

Listening is creating meaning through involvement, imagination, and empathy. It means being involved with the speaker, without judgment, creating a connection between the two, showing empathy, seeking synchronicity, imagining a possible world for the speaker's meaning, feeling consciousness as pay attention to something, entering the flow created, taking to heart, being moved and appreciating. Listening is the intention to complete the communication process, besides that the process of creating meaning in the speaker and the process of altering the cognitive environment of both.[15]

Some definitions described by Rost above may relate with some listeners, while other listeners may be feeling confused or feel do not make sense with it. As we know, Humans use their listening ability every day in their life. Listening is often used than other skills. It is appropriate with Simonds and Cooper's statement. Simonds and Cooper stated that humans are spent seventy percent of their waking time on communication. However, they spent around nine percent in writing, reading is around sixteen percent, so, for talking is around the thirtieth percent in their life, and the last, they are spent around forty two-fifty seven percent for listening. If we arrange it, listening is the first place that is often used in the everyday life of humans. Then it followed by speaking, reading, and writing.

According to Galvin in Simonds and Cooper's book said that in the classroom, listening has an important role, especially as the main channel of instruction. It is expected around range fifty three-ninety percent of students use listening in their communication time. It is such a large portion that is spent by humans only for listening. But most of the students are inefficient listeners. It's around twenty percent only that used in listening about what was heard during this time.[16] As we know, it can improve our listening ability, because listening is

[15] Michael Rost. 2011. *Teaching and Researching Listening (Second Edition)*. UK: Pearson Education Limited, p.2-4

[16] Cheri J. Simonds and Pamela J. Cooper. 2014. *Communication for the Classroom Teacher (Ninth Edition)*. UK: Pearson Education Limited, p. 93

needed as a survival skill in our life, besides that, we spent much time for this skill.

In this case, Schwartz affirms that adults use listening almost half their time, especially in communication, while the students may receive much information from their school. The students get information from their teacher and others through their listening skills are around ninety percent.[17] Besides that, Flowerdew and Miller acknowledge Burley-Allen's statement in their book. According to Burley-Allen that the average time that spent on basic skills in a human's daily communication process is around thirtieth five percent for speaking skill, while for reading is sixteen percent, and nine percent for writing, the last for listening is around forty percent. If we make the sequence of it, we can find listening in the first place, speaking in the second place, then followed by reading in the third place and the last place is writing.[18] From the result, we know that listening is spent much more than other skills. The result seems like Simonds and Cooper's statement. The arrangement of it has the same places. There are listening, speaking, reading and the last writing. It is the arrangement of the skills that are often used by humans in their daily life.

According to Celce-Murcia, in Solak's book, the title is teaching language skills for prospective English teachers, they stated that listening skill is skilled that most used with the rate 45 percent, and it does not need such a training formal years. Then, many people spend their daily life by speaking and the rate is around 30 percent. In speaking, it needed training formal around 2 years. Next, reading corresponds is around 16 percent of our daily activities. The last, writing, occupies only around 9 percent and needs education formal around 12 years for the practice.[19] The sequence of the skills is the same as the results of Simonds-Cooper and Burley-Allen. Where, listening is the most used than speaking, reading, and also writing. From Celce-Murcia's explanation above that listening does not need

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[17] Ana Maria Schwartz. 1998. *Listening in a Foreign Language*. Washington: Center for Applied Linguistics, p.2

[18] John Flowerdew, Lindsay Miller. 2005. *Second Language Listening (Theory and Practice)*. USA: Cambridge University Press, p.22-23

[19] Ekrem Solak. 2016. *Teaching Language Skills for Prospective English Teachers*. Pelikan: Turkey, p. 30

training formal, it's different from other skills which needed training formal or maybe should follow the education formal so that they can get it.

b. Process of Listening

The listening process is divided by Kline into some steps. There are five steps. These occur in sequence as the first step is receiving, then attending, understanding, responding, and the last remembering. All these steps are completed with a little consciousness. In that steps, only three steps are always using by the listener, while two others are rare, depend on the necessity of the listener. The steps of Receiving, attending, and understanding are defined as the sharing and understanding meaning. Meanwhile, responding and remembering are the steps that may not follow, even, it depends on the listener want to use these steps or not. If the listener wants to respond to the speaker immediately, then this step is needed, as well as the step of remembering. All these steps are needed as the requirement to the rest of the listening process, and these are important to produce effective listening.[20]

Here below is the schema picture of some steps of the listening process:
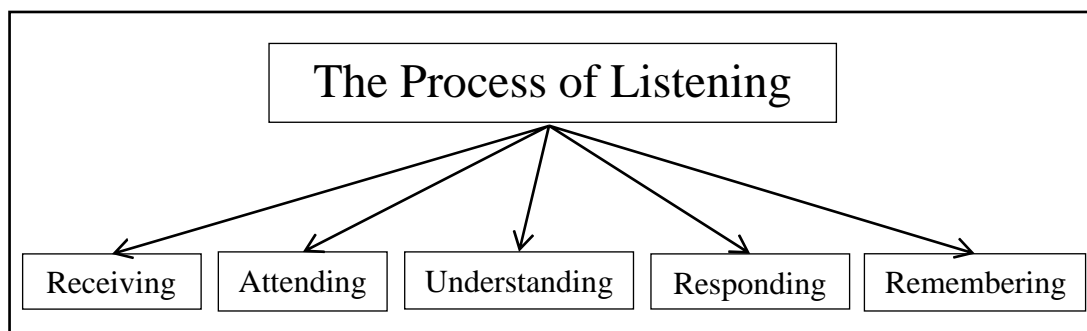
Picture 1. The Process of Listening

Furthermore, there are two types of listening, namely one-way listening and two-way listening. We can distinguish it, for the one-way listening is related to the information transfer process or transactional listening. An example of this type is the teacher teaches the students, then they listen carefully and understand

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[20] Fatimah Mulya Sari, M. Sukirlan, Ramlan Ginting Suka, Ujang Suparman. 2013. *Improving Students Listening Ability through Dictation Technique at The First Year Students*. Unila Journal of English Teaching. Vol. 2. No. 3, p. 2-3 http://jurnal.fkip.unila.ac.id/index.php/123/article/view/630 (March, 1st 2021)

what is conveyed by the teacher. While, two-way listening is related to maintain social relations or, it is called interactional listening. An example is a conversation between two or more people, between listener and speaker, and it requires feedback or response from the listener.[21]

c. Stage of Listening

Besides that, there are three stages of listening, and it is basic to improve the learner's listening skill. The three stages are pre-listening, while-listening, and post-listening. In these stages, the main activities are while-listening activities.

1. Pre-listening

Pre-listening activities help the listeners with giving clues about the activity expectation so that the listeners can imagine and predict the material before finally, they learn.

2. While-listening

While-listening activities are related to the students perform to the task that is given by the teacher either during the listening process or immediately after the listening. Underwood stated that the goal of these activities as being something that helps the students understand the message from the text of listening. Well-designed while-listening activities help students to understand the topic, not only that, but it also helps to give clues about how to respond, then, providing a focus, showing the while-listening important part, etc.

3. Post-listening

Post-listening activities are the activities that are realized after listening. It likes merging all activities performed being one. These activities may be directly related to two other activities, the pre-listening, and while-listening. In post-listening activities, the students are thinking and reflecting on what they are known, it needs students' writing processes.[22]

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[21] I.S.P. Nation, Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. UK: Routledge, p. 40

[22] Ekrem Solak. 2016. *Teaching Language Skills for Prospective English Teachers*. Pelikan: Turkey, p. 36-39

d. The Things should be Paid attention in Listening

In listening there are the things that should be paid. Paid attention here is such as give a notice to the listening. It is necessary to learn the listening material for the students. Then, what actually should noticed by the students?

1. Vocabulary

Pay attention to the words explained by the teacher about the learning material. Try not only to pay attention to new words and phrases, but also to look for synonyms for other words you know, various words, regional slang, and idiomatic expressions. For example, through the addition of vocabulary, students understand the learning material presented. Even when the teacher explains orally, students will catch the content of the material presented by the teacher.

2. Grammatical Structure

Students can pay attention to the tenses used by the teacher, irregular verb conjugations, etc. Paying attention to the new grammatical structure, as well as the patterns around its use, will make it easier for students to understand the material given during the listening learning process.

3. Pronunciation

Pay attention to how words are pronounced by the teacher, especially since there are so many strange pronunciation exceptions in English. For example, learn vocabulary in minimal pairs. It's worth noticing how some words that are spelled similarly are pronounced differently (though and through) and how some that are spelled differently sound the same (sea and see), then pronounced the word with the silent letter.

4. Prosody

Prosody is the musicality of language—the rhythm, intonation, tone, and melody used when speaking. One example of paying attention to prosody is observing how English speakers raise the pitch at the end of a sentence to indicate a question or uncertainty. Paying attention to prosody will help students develop speech patterns that sound more like a native speaker.

5. Body language

Body language is not part of the English language, but it is equally important to learn. For example, the teacher explains while using body language, this will make it easier for students to understand and capture the material they hear. Paying attention to body language cues while listening to what is explained can help students remember what they heard.

Then, here are some other strategies that need to start paying attention more in listening.

1. Ask students to practice it
2. Choose activities that make the students are easy to pay attention
3. Limit the time that students spend doing passive learning activities
4. Choose activities that may students like.[23]

e. **Memory Stores in Listening Process**

In listening skills, memory has an important role. The listeners store the information received in their memory. It also applies when the teacher uses the dictation technique. When the teacher dictates something, the students listen to what the teacher says and then store it in their memory before finally writing it down on the note. Memory divided into several stages. In addition, it also needed the process of storing information. Memory is divided into 3 stages, namely:

1. Sensory or echoic memory
2. Short-term or working memory
3. Long-term memory.

According to Rost, echoic memory has the same meaning as sensory memory. This memory refers to the brief echo situation that continues to the sound after hearing the auditory stimulus. Meanwhile, short-term memory is memory with a small amount of storage capacity and can store information in a short time. In neurobiology, this memory is a temporary potentiating of neural connections. The last, long-term memory is a set of related neural pathways and

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[23] Ramsay Lewis. 2021. "Pay attention!"—Why It Will Help You Learn English Faster. https://www.leonardoenglish.com/blog/paying-attention-when-learning-english (Akses 20 Juli 2021)

can activate at will. This memory is setting up through the process of long-term potentiating that changed the structure of neurons.[24]

In human memory stores processing system, the most basic stage in listening is sensory memory, where, the listener listens to sound and stores it in memory for at least 1 second or even less. Then, to the next process where in the second stage, the information in the form of sound that was received is continued to be processed into short-term memory in the form of words, it is temporary but can hold information for at least 20 to 60 seconds or about 7 chunks of information. In this chunking process allows listeners to store more information in short-term memory at a time and with this process also to avoid overload. In addition, two other processes that allow stored information can be stored longer in short-term memory are the rehearsal process or effective repetition and elaboration. With these two processes can also increase processing capacity.

Rehearsal or an effective repetition process will allow the journey to the next process, namely to the stage of long-term memory. In addition, elaboration also helps make pieces of information available for transfer to long-term memory. In this case, not all information stored in short-term memory can be transferred to long-term memory. But with these two processes, it can be possible to happen. In long-term memory, there is no limit to the number of items stored, and the storage time is also unlimited. Then the information received in long-term memory will be entered as part of the listener's knowledge. [25]

The human Memory Stores Processing system

Sensory or echoic memory	→	Short-term or working memory	→	Long-term memory
↑		↑		↑
Temporary-1 second or less		Temporary up to 60 seconds		Unlimited
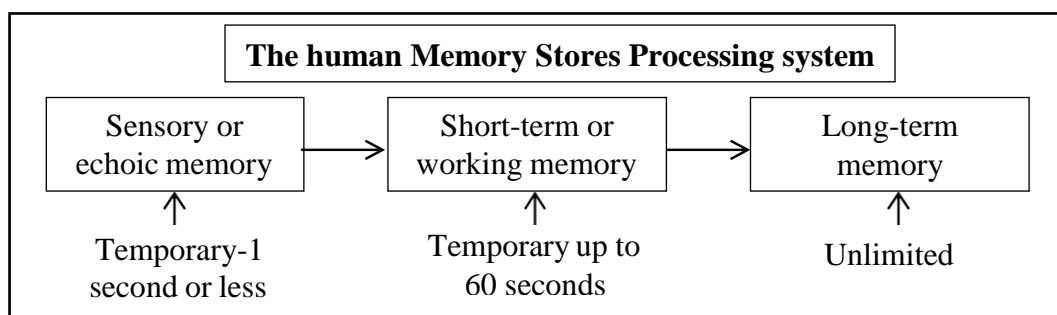
Picture 2. The Human Memory Stores Processing System

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[24] Michael Rost. 2011. *Teaching and Researching Listening (Second Edition)*. UK: Pearson Education Limited, p. 320-342

[25] Ana Maria Schwartz. 1998. *Listening in a Foreign Language*. Washington: Center for Applied Linguistics, p.4-5

2. Dictation Technique

a. Definition of Dictation Technique

Teaching techniques are helpful in the teaching and learning process, so this is very much needed. So that students understand the material presented easily and quickly. Then, by an effective technique, they will get satisfactory learning outcomes. According to Rahayu as quoted by Asmoro et al., that the student achievement and motivation in the listening class is low, this is because the teacher is less precise in choosing media and techniques when teaching. According to Rahayu, how the students' learning outcomes depend on the effectiveness of the techniques chosen by the teacher.[26] One technique that can be used by teachers when teaching listening skills is dictation. This technique is expected to improve students' listening ability.

Dictation is a technique that can be used at all levels. In elementary school, students have been introduced to this technique through learning Indonesian. So, they are familiar with the word dictation. According to Flowerdew and Miller that dictation is a simple technique. In this case, the listeners listen to the spoken text and write down what they have heard in their notes. Through this technique, the students are expected not only listen to the words read by the teacher. But also, they can understand the meaning that has been conveyed. By using this technique in the teaching and learning process, it is expected that all students are active during and after the dictation takes place.[27] While, According to Nation, dictation is a technique used by the learners to receive spoken input and store it in their memory for a short time and then write it down. According to him, this technique can help the learners to focus on constructing the phrase and clause level.[28]

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[26] Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto. 2013. *Increasing Students' Listening Achievement Through Running Dictation*. Unila Journal of English Teaching. Vol. 2. No. 11, p. 4 http://jurnal.fkip.unila.ac.id/index.php/123/article/view/3203 (March, 11th 2021)

[27] Fatimah Mulya Sari, M. Sukirlan, Ramlan Ginting Suka, Ujang Suparman. 2013. *Improving Students Listening Ability through Dictation Technique at The First Year Students*. Unila Journal of English Teaching. Vol. 2. No. 3, p. 4 http://jurnal.fkip.unila.ac.id/index.php/123/article/view/630 (March, 1st 2021)

[28] Hesthi Herusatoto. 2016. *Using Dictation to Promote the Use of Grammar Knowledge in Reconstructing Listening Text*. A Journal of Culture, English Language, Teaching & Literature. Vol. 16, No. 2, p. 219 http://journal.unika.ac.id/index.php/celt/article/view/763 (March, 5th 2021)

Dictation is students write down orally presented text.[29] According to the Oxford Dictionary, dictation is the act of saying words aloud so that sb (somebody) can write it down (1). Test in which students write down what is being read aloud to them (2).[30] Dictation is usually used by the teacher to read the text orally. Then, the students should focus on the text so that they can get it and writing it down on their notes. Besides that, their intentions are very much needed when listening to the dictation.

b. Procedure of Dictation Technique

Dictation is a simple technique to use, the students are just asked to listen to the text carefully, but it is quite difficult for students to get it 100% if they do not have good listening skills. By using the dictation technique, it can train their listening ability and improve it to be better. Here below are the dictation procedures by Murcia:

1. The instructor reads aloud the text several times.
2. Firstly, read the text at the normal pace.
3. For the second reading, the instructor should read with pauses in each phrase to allow the listener to write it.
4. Put the stress in the right place so that the listener can give punctuation if needed.
5. For the third reading, do it at a normal pace to gives students the opportunity to read over their texts so that they can make corrections.
6. Finally, the instructor shows students the passages so that can check their versions with the original one and can edit their texts.[31]

In addition, according to Wilson, there are several common approaches to using the dictation technique in the classroom. The first thing that the teacher does is read the text sentences at full speed as the same as usual reading, and the students listen to it carefully. Then the teacher reads the passage in chunks and

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[29] Marian Necelce-Murcia. 2001. *Teaching English as A Second Or Foreign Language (Third Edition)*. Boston: Heinle & Heinle Publisher, p. 34
[30] Victoria Bull. 2011. *Oxford Learner's Pocket Dictionary (Fourth Edition)*. UK: Oxford University Press, p. 123
[31] Marian Necelce-Murcia. 2001. *Teaching English as A Second Or Foreign Language (Third Edition)*. Boston: Heinle & Heinle Publisher, p. 243

gives the students time to write down what they heard. Next, the teacher gave a few minutes for the students to check their writing by themselves. Then the teacher re-reads the text and gave the students a few minutes again to checking their notes to see whether it went wrong or not. It can do either in pairs or in groups. Finally, the teacher provides feedback to the whole class after doing dictation (such as sharing the passages or writing on the board).[32]

c. Variation of Dictation Technique

Dictation is the technique where the students receive some spoken input and then store it in memory for a short time. After that, writing it down what they heard. Their writing is certainly influenced by their listening ability, mastery of language, and ability to remember what is heard. Dictation helps students focus on language forms, such as phrase-level construction, as well as clauses. In addition, the use of this technique is an activity that can increase students' awareness so that they become focused.

Besides, the value of dictation can increase if students realize and know what mistakes they are making. Moreover, it is easier for the teacher if the students check the results of their dictation by the teacher writing it on the blackboard as a model or printed material. The students can check their results and compare them. It also is done by checking the results of their partner's paper. Dictation is an activity that is easy to prepare. So that this technique is being part of the teaching and learning process often encountered, moreover, the dictation technique has many variations that can use by the teachers in the teaching and learning process. Dictation can use either teaching techniques or students' learning testing. Nation and Newton shared several variations of the dictation technique. Here are some variations of the dictation technique, namely:

1. Running Dictation

The activity can do inside or outside the classroom. How this technique works require good teamwork from students. Usually, it does in the form of small groups. If it is in a group, this activity did in the form of a relay. The student hears/ reads a sentence, then runs to the second student and tells what he has read.

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[32] JJ Wilson. 2008. *How to Teach Listening*. UK: Pearson Education Limited, p. 91

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The second student will run to the next student and tell what he heard from the first student. The next student does the same thing until he gets to the last student that the scribe of their group. Then he writes down what he heard. The teacher can also use this technique outside the classroom if the process does not emphasize reading and writing. But on talking and listening. The teacher can invite students to do this technique outside the class by saying the sentence to the students.

2. One Chance Dictation

This technique is helpful to increase students' focus and become a challenge for them. The way to use this technique is to prepare a short text and then read it only once. If they know the text will read once, it will increase students' awareness and focus. If the students realize the text read several times, they may become unfocused and not listen carefully to the text during the first reading. Through this technique, the students will use their listening abilities. In addition to testing students' listening skills, this technique also tests their memory skills.

3. Dictation of Long Phrases

This technique helps increase students' focus and requires their cooperation. The way to use this technique is to prepare a long sentence and then read it several times. One group can be about ten or more words long.

4. Guided Dictation

In this technique, the teacher can write nouns, verbs, adjectives, and adverbs on the blackboard sequentially according to the text. So, when the teacher reads the text, the students can look at the blackboard if they find difficult words. The words on the blackboard can help students remember the complete sentences from the text read by the teacher.

5. Dictation for a Mixed Class

This technique is intended for the class with mixed students, which means that it has some students who are good at dictation and else who are not. Firstly, the teacher reads the text in one reading without stopping. Then the teacher reads quickly the phrase for the students to write, the students who are good at the dictation can write it. Next, the teacher waited a few seconds before finally

reading the phrase more slowly to the other students. During reading, the students who are good at the dictation will check their writing. The teacher can read twice on each phrase.

6. Peer Dictation

In this technique, the teacher gives a copy of the dictation text to the students to read. This technique can use in a small group or, it can do with students in pairs. The text gives to only one person in each group. The person reads the text to their group. This technique can turn into a competency where students have limited time to do dictation.

7. Completion Dictation

This technique uses to distribute several copies of the printed text to the students. One copy of the text has some missing words, and the next of it also has more missing words in the text. The students who had received the text copy should listen to the spoken text that the teacher read phrase by phrase and filled in the missing words in the text copy. The teacher continues to read the text until all the missing words in the text complete. The students who have finished their first copy then fold the paper until all the words in their text copies are not visible.

8. Perfect Dictation

After the results are marked, the students listen to it, usually one more time, while looking at the results of their marked work. They can notice where they went wrong. Sawyer and Silver suggested after the dictation result is given marks and returned to the students. The teacher should dictate one more time. So, the teacher can ensure that the students do not make the same mistakes. Then, the results of the dictation are re-checked. After that, it will give back on another day so that at the next time of dictation, the students almost memorized the contents of the text and were able to write the text perfectly. The first assessment of the dictation result is only a step in the teaching, and in the end, the students will be able to produce a perfect copy of the text.

9. Sentence Dictation

In this technique, the teacher dictates a sentence then, the students write it down. According to Tucker that suggested, after each sentence dictated, it should

check and corrected before re-dictated the next sentences. In this way, the students can immediately see their mistakes and improve themselves during practice. The corrections can do by the teacher or students by writing the correct sentences on the blackboard, then the students re-examine the results of their respective work.

10. Unexploded Dictation

In this technique, the teacher records text to a tape recorder at the usual reading speed and without pauses, as dictates in general. Then the students write down their transcription. The teacher uses the rewind and pause buttons on the tape recorder. So, students can listen to it until they can make an accurate transcription. Teachers can also use other applications that have the same function as the tape recorder.[33]

According to Wilson, the dictation has an inherent danger that students will go into robot mode, where they write down what they hear without really thinking about the content. This dictation technique makes them act as nothing more than speech transcription devices. The teaching and learning activities are needed that require interaction and feedback from the students based on this dictation technique.[34] Therefore, the variations of dictation described above can be used and greatly assist the teaching and learning process during the class.

B. Related Study

Some researchers have conducted research that related to the dictation technique in improving students' listening ability. They are (1) Intan Nurjannah Nasution (2017) the title of the skripsi was *The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill at SMK-1 Al-Fattah Medan* (2) Any Farikhatul Maghfiroh (2016): the title of the skripsi was *The Effectiveness of Dictation Technique on Listening Ability of The First Grade in MTSN 2 Tulungagung*. (3) Fatma Yuniarti (2017) the title of the journal was *Using Dictation as a Testing Device in Teaching Listening*.

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[33] I.S.P. Nation, Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. UK: Routledge, p. 59-65
[34] JJ Wilson. 2008. *How to Teach Listening*. UK: Pearson Education Limited, p. 91

The first related study was conducted by Intan Nurjannah Nasution (2017) the title of the skripsi was *The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill at SMK-1 Al-Fattah Medan*. This research used Classroom Action Research (CAR). The result of the research showed that the implementation of the dictation technique was effective in improving students' ability in listening skills. Moreover, it increased the students' ability in listening skills, and it gave the effect to students' understanding of orally English words. Other than that, the students could more active, enthusiastic in the class, and interesting in the learning activity.

The second related study was conducted by Any Farikhatul Maghfiroh (2016): the title of the skripsi was *The Effectiveness of Dictation Technique on Listening Ability of The First Grade in MTSN 2 Tulungagung*. This research used a quantitative approach in pre-experimental design. The result of the research showed that the dictation technique was effective to teach listening to the students at MTs level.

The last that related study was conducted by Fatma Yuniarti (December 2017), Vol. (2), No. (2), ISSN: 2528-3804. The title of the journal was *Using Dictation as a Testing Device in Teaching Listening*. This study used Classroom Action Research (CAR). And the result of the research showed that there were improvements in the teaching and learning process. Used the dictation technique in teaching listening could improve the students listening skills, and the students gave positive responses.

C. Conceptual Framework

Language learners must have listening skills. Therefore, listening ability must improve for the better one. Based on several studies related to listening, there were many students who had difficulty in mastering listening skills. Besides that, many students had been bad habits during the teaching and learning process of listening. Therefore, regarded this problem, the researcher chose the dictation technique as a problem solver for the problem described above. It is expected to solve the students' listening problems and improving their listening skills.

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│           ┌──────────────────────────────────────────┐                     │
│           │  Improving the students' listening ability │                     │
│           └──────────────────────────────────────────┘                     │
│                          ╲                                                  │
│    ┌──────────────┐  ┌──────────────────┐  ┌──────────────┐              │
│    │ Some problems │  │ Using the dictation│  │ Make a test of│              │
│    │ faced by the  │→ │ technique during   │→ │ listening to the│            │
│    │ students      │  │ teaching and learning│  │ students    │            │
│    │ in listening  │  │ of listening       │  │              │              │
│    └──────────────┘  └──────────────────┘  └──────────────┘              │
│                                                      │                      │
│  ┌──────────────┐  ┌──────────────┐  ┌──────────────────┐               │
│  │ Get the students'│ │ Take the students'│ │ Re-apply the      │            │
│  │ achievement in │←│ last mark by    │←│ dictation technique│            │
│  │ improving their│  │ doing a test to the│ │ for the second time│           │
│  │ listening ability│ │ students        │  │ in teaching and   │            │
│  └──────────────┘  └──────────────┘  │ learning of listening│           │
│                                        └──────────────────┘               │
└─────────────────────────────────────────────────────────────────────────┘
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Picture 3. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Subject

The subject of this research was the Ninth-Grade students of SMP Negeri 6 Kisaran in the academic year 2021/2022. In SMP Negeri 6 Kisaran, there were six classes of Ninth-Grade. They were IX-1 to IX-6 that consisted of 32 students in IX-1, IX-2, and IX-4, while IX-3 consisted of 29 students, IX-5 consisted of 31 students and IX-6 consisted of 30 students. The total number of students in Ninth-Grade in SMP Negeri 6 Kisaran was 186 students. To submitting this research, the researcher took the IX-4 that consisted of 32 students.

B. Research Setting

This research was conducted at SMP Negeri 6 Kisaran that located on Jalan Latsitarda Nusantara VIII Kisaran, Kelurahan Kisaran Naga, Kecamatan Kisaran Timur, Kabupaten Asahan, Sumatera Utara, 21211. I chose this school because I had been interested in that school. Besides, there was a problem that I found related to my problem formulation. In addition, I have also asked regarding the problem faced by the students in listening during the teaching and learning process by interviewing with one of the English teachers in SMP Negeri 6 Kisaran. I am interested in applying the dictation technique in that class to solve the students' listening problems and improving their ability in listening.

C. Research Design

This research was conducted by applying Classroom Action Research (CAR). Kurt Lewin was the one who introduced Classroom Action Research in 1946. Then the concept was developed by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt, and others.[35] The Classroom Action

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[35] Muhammad Afandi. 2011. *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*. Bandung: Penerbit Alfabeta, p.9

Research is educational research commonly used by educational practitioners to improve the pedagogy and practice of these practitioners. According to Koshy, the methods involved in this research are action, evaluation, and reflection. Action Research is where researchers build their knowledge about specific issues through planning, action, evaluation, improvement, and learning from experience.

These processes are continuous learning, where the researchers learn and share their knowledge with parties who need information related to the research conducted by researchers. Then, these parties benefit from the research. Meanwhile, According to Bassey, Action Research is a form of inquiry done to understand, evaluate, and ultimately change to improve practice in education.[36] According to Wahid Pure & Ali, they argue that Classroom Action Research is an effort or action taken by teachers or researchers to solve learning problems of the research. Meanwhile, according to Sanjaya, he argued that Classroom Action Research is a process of studying learning problems in the classroom to solve these problems through self-reflection by carrying out various planned actions in real situations and analyzing any effects of the treatment.[37]

The Action Research is basically not only based on qualitative methods but also quantitative, and it can be mixed methods.[38] Mahmud and Priatna also have the same opinion that Action Research is included in qualitative research, but the data collected can be quantitative. The Action Research is also different from formal research. It differs from its nature as well as its purpose. The Formal Research has a general nature, while the Action Research is contextual. In addition, the purpose of Formal Research is to test hypotheses and build theories, while the purpose of Action Research is to improve performance.[39] The Action Research uses both quantitative and qualitative methods, which means in the

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[36] J. Spencer Clark, Suzanne Porath, Julie Thiele, and Morgan Jobe. 2020. *Action Research*. Manhattan: New Prairie Press, p. 8-15

[37] Muhammad Afandi. 2011. *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*. Bandung: Penerbit Alfabeta, p.10

[38] Martí J. 2016. *Measuring in Action Research: Four ways of integrating quantitative methods in participatory dynamics*. Action Research. Vol. 14. No. 2, p. 2 https://core.ac.uk/download/pdf/78527449.pdf (June, 30th 2021)

[39] Mahmud, Tedi Priatna. 2008. *Penelitian Tindakan Kelas (Teori dan Praktis)*. Bandung: Tsabita, p. 20

implementation of the research, the researcher collects or analyzes not only numerical but also narrative data to answer the research questions specified. So that the researcher should describe both of the data that she/ he has got during the research process.[40]

Furthermore, Classroom Action Research has meaning in each word, there are:

1. Research

Research is a scientific activity carried out based on facts to find, prove, develop and evaluate knowledge using a method and this is done to improve the quality of learning.

2. Action

Action is an activity that is intentionally carried out with a specific purpose. Actions are carried out based on a predetermined series of steps. This action consists of planning, action, observation, and reflection. This is a cycle that continues to flow and produces a new cycle. It can stop when the Classroom Action Research is stopped.

3. Class

Class is a place where a group of students receives lessons from the teacher at the same time.[41]

By combining these three words, the brief conclusion of Classroom Action Research is the reflection of activities that intentionally arise and occur in the classroom. Kurt Lewin was the one who first introduced it. Kurt Lewin's model is the basic model, which is developed later by other experts. So Kurt Lewin's model becomes the basic reference of various Classroom Action Research models. Its implementation is a continuous process that occurs in a circle. Kurt's Lewin model consists of four components, namely planning, action, observation, and

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[40] Carrie Williams. 2007. *Research Methods*. Journal of Business & Economic Research. Vol. 5. No. 3, p. 69-70 https://clutejournals.com/index.php/JBER/article/download/2532/2578/0 (June 30th 2021)

[41] Muhammad Afandi. 2011. *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*. Bandung: Penerbit Alfabeta, p.9-10

reflection. The relationship between the four components can be described as follows:[42]
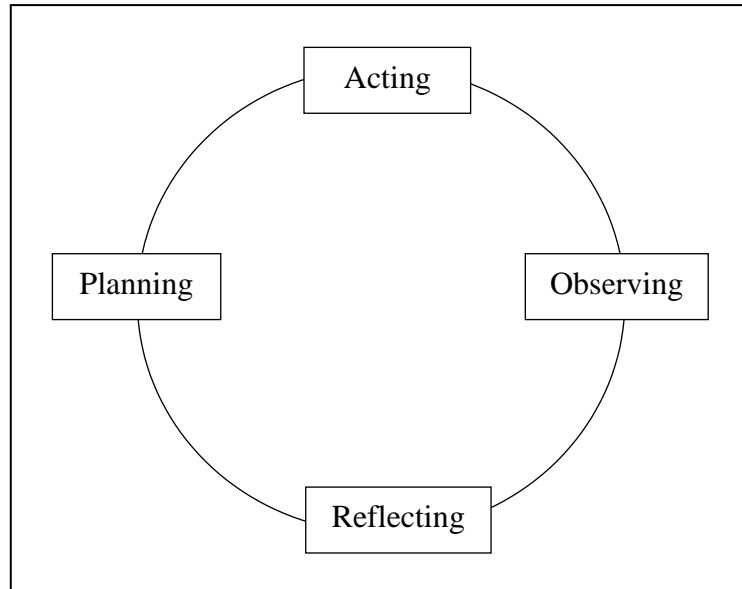
Picture 4. Kurt Lewin's Model of Classroom Action Research

Classroom Action Research is in the form of cycle stages. Each cycle consists of four steps, are:

1. Planning

Planning is the most important stage in conducting the research. At this stage, the researcher explains the details of the research actions that will be carried out in accordance with the plans that have been prepared.

2. Action

This stage contains the implementation or application of the design content. In this case, take action in class according to preparation to the plans at the planning stage. The thing to note is the worthiness of the problem formulation. After that, prepare the steps for implementing Classroom Action Research.

3. Observing

This stage is an observation made by an observer. The implementing teacher records little by little what happened to obtain accurate data for improvement to the next cycle. Observations were made during the

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[42] *Ibid*., p. 15-16

implementation of the class action by taking notes, recording, and documenting the symptoms that emerged during the implementation of the action.

4. Reflecting

At this stage, the teacher tries to find things that are already satisfying because it is appropriate with the design and carefully identifies things that still need to be improved. In addition, the researchers also need to reveal the advantages and disadvantages of the results of their research.[43]

As Lewin stated before that his model is about implementing occurs in a circle by a continuous process. It is related to an explanation before that the Classroom Action Research processes are continuous learning. So that, in this research, we are not only researching with one phase cycle, we should do one more time to see the development of the students. So that, the form of one cycle that has been described in the Classroom Action Research model can be continued to the next cycle by repeating the same steps as the previous cycle. Thus, the next figure is about the development of cycles in the research to be carried out.
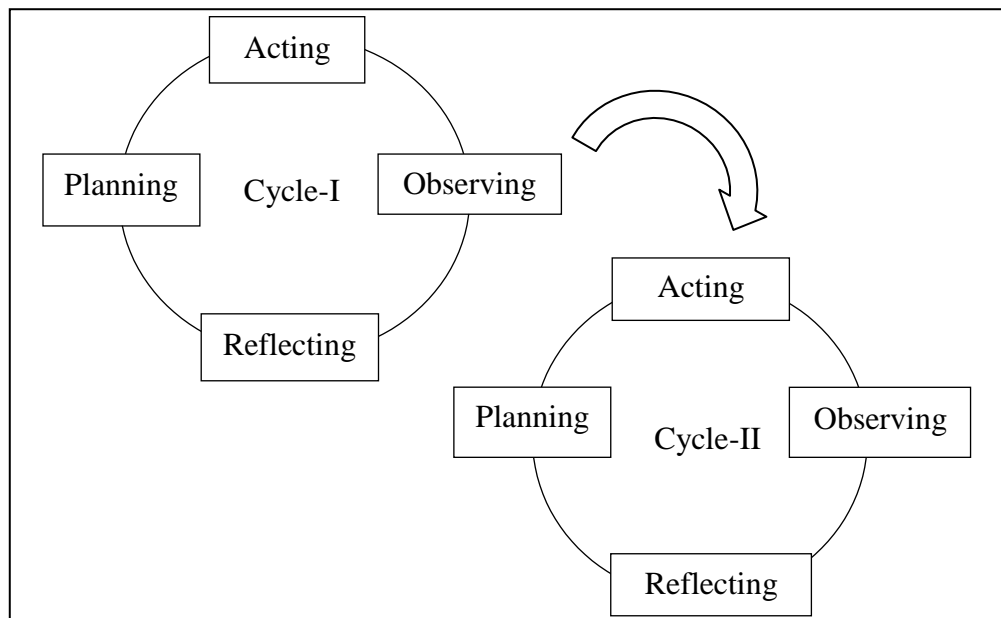
Picture 5. Develop Model of Classroom Action Research

[43] Mu'alimin, Rahmat Arofah H.C. 2014. *Penelitian Tindakan Kelas (Teori dan Praktik)*. Yogyakarta: Ganding Pustaka, p. 20-21

For more details, it can be seen through the two-cycle chain pattern related to Classroom Action Research, which can be seen in the following figure:
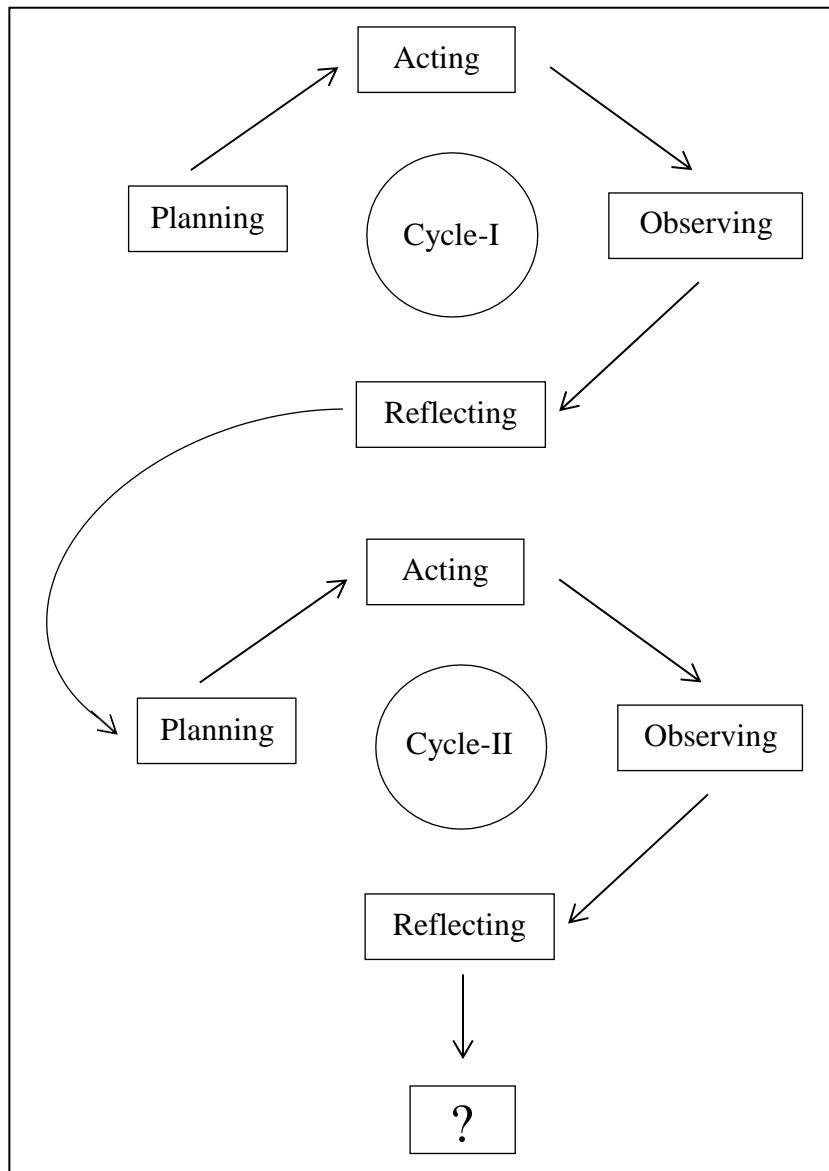
Picture 6. Two-cycle Chain Pattern of Classroom Action Research

D. Research Procedure

Cycle-I

The cycle-I activities detail each stage as follows:

1. Planning

In planning of the research, the researcher should prepare the lesson plan for 1 meeting, about listening skills by using the Dictation Technique and the teaching media related to it, then arranging, planning, and designing the application of the dictation technique that will be used in the class. Before doing the action based on the lesson plan, the researcher does interview to the teacher about the technique. After finishing the action, do the interview with the students about their listening skills and the difficulties faced by them in learning listening. The researcher should prepare the pre-test for the students in order to know the basic skill of their listening ability. Next, the researcher is applying the dictation technique and the media in the class during the teaching-learning process. After that, the researcher gives the test sheets to the students. It's post-test I. Then, preparing the observation sheet to observe the students during the dictation technique applied, see the reaction and condition of the class. The researcher is interviewing the students to know their problems in learning listening and to gain their comments about listening lessons. The last, determining the collaborator who helped the researcher to do the research and analyze the weakness in the learning process, observing, also reflects the result of the teaching-learning process.

2. Action

Action is the process of doing something. It is about the planning implementation. In this step, the researcher taught the material by using the dictation technique in listening skills with the lesson plan and materials prepared before.

3. Observation

Observation is done by the collaborator or the teacher and the researcher during the teaching and learning process. The collaborator and the researcher observed the students' activities, and then the result of the observation was filled out in the observation sheet to record it.

4. Reflection

The reflection is done by discussing with the collaborator on observational, data, or record. It is carried out to examine the result of the action. By doing the reflection, the researcher can find the weakness that needs to be

fixed. In conclusion, if the researcher finds out the problem, then the researcher should do the next cycle in the next meeting. It is based on the result from cycle-I.

Cycle-II

1. Planning

The activities of cycle-II are the same as cycle-I. The cycle-II is done to get better improvement and to solve the problems found in cycle-I. The researcher plans the lesson plan related to the cycle-I which has been evaluated for the action in cycle-II.

2. Action

In this cycle-II, the researcher takes action by looking at the reflections that have been evaluated and revised.

3. Observation

The researcher will record, write and summarize all activities. Besides that, the researcher also interviewed the students. Analyzing the data and then summing up the results.

4. Reflection

Assess the thing that happened after the action and then evaluate the action, and the observation that has been done in cycle-II.

E. Technique of Collecting Data

The data collection technique in this study was quantitative data and qualitative data obtained from each cycle. The qualitative data is the data that cannot be measured by numbers, but the impact can be seen after the learning activities take place. In this study, the qualitative data was obtained from the observations of the teacher and the student activities during the teaching-learning process. The qualitative data collected by using the interview, observation sheet, and documentation were done to know the students' activities in learning listening and the research result. Meanwhile, the quantitative data is the data in the form of numbers obtained from the research results objectively onto the research subjects. In this study, quantitative data was obtained by measuring the level of student's

learning completeness.[44] The quantitative data was taken from the test. So, all data was collected by observation, interview, documentation, and the test. In action, the data was collected thrice. The pre-test was the data that taken to know students' development before treatment. Then, the post-test was the data taken to know the students' listening ability after giving the treatment. The research instrument was the test that is given in pre-test, actions, and post-test. The test consisted of filling the missing words and completed it. The tests did for two actions that were consisted of filling the blanks for action-I and action-II. So that, the tests were pre-test, post-test I, and post-test II.

1. Observation

Observation is an observation activity when carrying out Classroom Action Research activities. It can be done by the teacher himself or by other teachers.[45] The observation is emphasized on the action and process. In this case, the researcher observed the teaching-learning activities. The researchers also used the observation sheets. The observation sheet was used to measure the level of the student activity during the teaching and learning process. Therefore, this observation sheet was focused on the teaching-learning condition, the behavior of student activities, and the condition of the class during teaching-learning process.

2. Test

A test is a series of exercises used by individuals or groups to measure their skills, intelligence, abilities, and attitudes. The form of it is an essay test, which is consists of complete the word by filling the blank space. The researcher used the test in this research to find out whether using the dictation technique can improve students' listening ability. There were two kinds of this test in Classroom Action Research, namely pre-test and post-test.

a. Pre-test

The pre-test was a test that is done before treatment or the material was explained to the students.

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[44] Muhammad Afandi. 2011. *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*. Bandung: Penerbit Alfabeta, p. 144

[45] Muhammad Djajadi. 2019. *Pengantar Penelitian Tindakan Kelas* (*Classroom Action Research*). Yogyakarta: Arti Bumi Intaran, p. 41

b. Post-test

The post-test function was to know the means of the score experimental group.

3. Interview

The interview is a data collection technique that is done in qualitative research often. The purpose of the interview is to dig up information from this research. The interviews were conducted with the teacher and the students. In addition, it was also carried out to find out students' experiences, problems, and other conditions during the learning listening by using the dictation technique. The interviews were conducted by two parties, namely, the interviewer who asks questions and the interviewee, the person who provides answers to the questions given to him, from the interviewer. To obtain the data in this study, the researcher conducted the interviews with the English teacher of ninth-grade and several students of IX-4 SMP Negeri 6 Kisaran. The interviews conducted outside of class hours in the last cycle.

4. Documentation

Documentation is important information for a researcher. The documents referred to students and teachers related to research. More clearly that, the documentation in this study was all recording materials related to the research during the research. Meanwhile, the results of this documentation can be used as a guide and also material for consideration for the implementation of further activities, besides that it was also needed for drawing conclusions.

Some these procedures must be followed when giving the test to the students:

1. Students are given a test sheet and asked to write their names and class.
2. Students listen to the teacher's explanation on how to do the task.
3. Students answer the questions on the specified time.
4. Students collect the test when the given time has run out.
5. Finally, make a score from the results of student answers.

F. Technique of Analyzing Data

The next stage was data analysis. There were two types of data collecting in the CAR implementation, namely qualitative data and quantitative data.

1. Quantitative data

Quantitative Data is the value of student learning outcomes that can be analyzed descriptively (looking for the average value, presentation of learning success, etc.). Quantitative data were collected and analyzed by calculating students' listening test scores. To collecting the data, the researchers used the dictation technique while observing the students learning activities during the learning process.

2. Qualitative data

Qualitative data is data that contains information in the form of sentences or explanations. Data can be in the form of interviews, observations, and others. In addition, this data helps describe developments during the research that occurred in students' listening skills while using the dictation technique. To describe the situation during the teaching process is used Qualitative. In the end, applying these data is expected to get satisfactory results.

The data collected through the tests were analyzed using the following steps:

1. Collect and sort the formative test result of the students that researched in the table form. See the following table 1!

No.	Name of the Student	Score	Minimum Completeness Criteria	Completeness
1.				Successful/ Unsuccessful
2.				Successful/ Unsuccessful
3.				Successful/ Unsuccessful
4.				Successful/ Unsuccessful
dst.				Successful/ Unsuccessful

	Total Score			
	Highest Score			
	Lowest Score			
	Average			

Table 1. The Formative Test Result of the Students

2. The value table above is then processed using the percentage formula to determine the average value and learning completeness. Furthermore, to categorize the percentages of students' listening comprehension mastery, the researcher uses the following formula:

$$P = \frac{f}{N} \text{ x } 100\%$$

Where,

P = Percentage of student learning completeness.

f = Students who have completed learning.

N = Number of students.

3. After that, the results of the data are formed into a graph.
4. Do the same way by using the previous formula to analyze the data. This formula is used in the pre-cycle, cycle-I, and cycle-II.
5. Recapitulation of each student's learning outcomes in each cycle, both in pre-cycle, cycle-I, and cycle-II.
6. Check the graph of the increase in total score
7. Recapitulation of the increase in scores based on Minimum Completeness in each cycle into a table.
8. Recapitulate the increase in grades based on the Minimum Completeness Criteria in two cycles into the table.
9. Increase the average value of the two cycles into the graph.
10. Conclude the data result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter has consisted of two sections, that they were research findings and discussion. The research findings presented the description of the data collected through the test, observation sheet, and documentation, while the discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A. Research Findings

The data of this study were quantitative and qualitative data. Quantitative data was the data in form numbers obtained from the research results objectively onto the research subjects. In this study, the quantitative data was obtained by measuring the level of students' learning completeness from the students' test score result. The quantitative data was taken from some tests, there were pre-test, post-test I, and post-test II. While, the qualitative data was the data that cannot be measured by numbers, but the impact could be seen after the learning activities take place. In this study, the qualitative data was obtained from observations of the teacher and the students activities during the teaching-learning process. The qualitative data collected by using the interview, observation sheet, and documentation were done to know the students' activities in learning listening and result of the research. This research was conducted in IX-4 with 32 students. This research was accomplished in two cycles in two meetings. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). Before doing the cycles, the researcher gave the pre-test to the students to know the students' listening ability.

1. Data

There were two kinds of the data in this research. The first data was quantitative data, and the second data was qualitative data.

a. Quantitative Data

The quantitative data were taken from the students' test score result. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted two meetings in this research. The Students' test score results were shownin the following table 2.

No.	Name of the Students	KKM	Scores		
			Pre-Test	Post-Test I	Post-Test II
1.	Ainun Nadziroh	60	30	60	70
2.	Amsar Deva Manurung	60	30	60	80
3.	Aulia Shintaya Bella	60	60	90	100
4.	Balqis Azzahra Siregar	60	40	80	90
5.	Bastian Ilwan Sains Sihombing	60	50	90	100
6.	Christian Johanes Dawolo	60	40	90	100
7.	Dela Ameliya Lubis	60	30	60	70
8.	Farel Andreas Sinaga	60	40	90	90
9.	Felisa Ratu Kencana Sembiring	60	80	100	100
10.	Helsinky Samosir	60	40	80	90
11.	Imanuel Nababan	60	60	100	100
12.	Julius Sitorus	60	40	90	100
13.	Kayla Amira Ritonga	60	30	70	80
14.	Maulani Putri Br Siregar	60	60	80	100
15.	Nabila Amanda Br Sihombing	60	40	70	90
16.	Nadia Sapphira Aleyyani Sebayang	60	80	100	100
17.	Ningsih Sri Wulandari	60	50	80	100
18.	Putri Agil Maharani	60	50	70	90
19.	Rahayu Angreni	60	40	80	90
20.	Raja Nicodemus Sebayang	60	30	60	80

21.	Revalini Limbong	60	70	90	100
22.	Rivaldy Martua Butar Butar	60	50	80	90
23.	Rizki Fauza Amalia	60	40	80	100
24.	Sal Sabila Alipia	60	40	60	70
25.	Samuel Setia Budi Samosir	60	30	70	70
26.	Suci Chairunnisa Nasution	60	70	100	100
27.	Timotius Sahat Martua Rezeki Pangaribuan	60	60	80	80
28.	Vianca Ovilia Kalasti	60	80	100	100
29.	Visca Razita Putri	60	30	80	90
30.	Wibowo Taro Nugraha	60	50	100	100
31.	Yeremia Marbun	60	40	70	100
32.	Yuda Saputra	60	60	90	90
Total Score		1540		2600	2910
Highest Score		80		60	70
Lowest Score		30		100	100
Average		48,12		81,25	90,93

Table 2. All of the Students' Scores in Listening Tests (Pre-Test, Post-Test I, and Post-Test II)

For average pattern (Mean), can use this one:

$$M = \frac{\sum fX}{N}$$

Where,

M= Mean, $\sum fX$= The sum of the multiplication results between the frequency (f) and the value of X, N= $\sum f$= Total numbers.[46]

Or,

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[46] Rusydi Ananda, Muhammad Fadhli. 2018. *Statistik Pendidikan* (*Teori dan Praktik dalamKehidupan*). Medan: CV. Widya Puspita, p. 62-63

$$\text{Mean (M)} = \frac{\text{Total Score}(\sum fX)}{\text{Total Number (N)}}$$

The students' scores in listening through dictation technique has improvement. It showed from the average or the mean score in the first test until the third test. The mean of the third test was the highest score among the other test. From the table above , the students' score in those three tests were varied. In the first test or in the pre-test, the lowest score was 30 and the highest was 80. In the second test or the post-test I, the lowest score was 60 and the highest score was 100. In the third test, the lowest score was 70 and the highest one was 100. The comparison of the students' score in listening tests can be seen in the table 2 above.

For more detail, the researcher will show the students' scores of listening test in pre-test, post-test I, and post-test II, then provide the explanation of the data result from the students' test scores. For more details, the students' scores in pre-test can be seen in table 3 below!

No.	Name of the Student	Score	Minimum Completeness Criteria (KKM)	Completeness
1.	Ainun Nadziroh	30	60	Unsuccessful
2.	Amsar Deva Manurung	30	60	Unsuccessful
3.	Aulia Shintaya Bella	60	60	Successful
4.	Balqis Azzahra Siregar	40	60	Unsuccessful
5.	Bastian Ilwan Sains Sihombing	50	60	Unsuccessful
6.	Christian Johanes Dawolo	40	60	Unsuccessful
7.	Dela Ameliya Lubis	30	60	Unsuccessful
8.	Farel Andreas Sinaga	40	60	Unsuccessful
9.	Felisa Ratu Kencana Sembiring	80	60	Successful
10.	Helsinky Samosir	40	60	Unsuccessful

No.	Name			
11.	Imanuel Nababan	60	60	Successful
12.	Julius Sitorus	40	60	Unsuccessful
13.	Kayla Amira Ritonga	30	60	Unsuccessful
14.	Maulani Putri Br Siregar	60	60	Successful
15.	Nabila Amanda Br Sihombing	40	60	Unsuccessful
16.	Nadia Sapphira Aleyyani Sebayang	80	60	Successful
17.	Ningsih Sri Wulandari	50	60	Unsuccessful
18.	Putri Agil Maharani	50	60	Unsuccessful
19.	Rahayu Angreni	40	60	Unsuccessful
20.	Raja Nicodemus Sebayang	30	60	Unsuccessful
21.	Revalini Limbong	70	60	Successful
22.	Rivaldy Martua Butar Butar	50	60	Unsuccessful
23.	Rizki Fauza Amalia	40	60	Unsuccessful
24.	Sal Sabila Alipia	40	60	Unsuccessful
25.	Samuel Setia Budi Samosir	30	60	Unsuccessful
26.	Suci Chairunnisa Nasution	70	60	Successful
27.	Timotius Sahat Martua Rezeki Pangaribuan	60	60	Successful
28.	Vianca Ovilia Kalasti	80	60	Successful
29.	Visca Razita Putri	30	60	Unsuccessful
30.	Wibowo Taro Nugraha	50	60	Unsuccessful
31.	Yeremia Marbun	40	60	Unsuccessful
32.	Yuda Saputra	60	60	Successful
	Total Score	1540		
	Highest Score	80		
	Lowest Score	30		
	Average	48,12		

Table 3. The Students' Score in Pre-Test

$$M = \frac{\sum fX}{N} = \frac{1540}{32} = 48,125 = 48,12.$$

The number of the students who took at the pre-test, in listening test was 32 students. The total score of the students was 1540 and the mean of the students' score was 48,12 or 48.

Based on the test result, it is indicated that the students' achievement in listening was far from satisfaction. It can be seen from the mean score or average was 48,12. The students who got the score according to minimum completeness criteria (KKM) can be said to pass in this pre-test. The score of minimum completeness criteria (KKM) was 60 and the students who got the score up to 60 were ten students with percentage 31,25%, it categorized as successful. Where, around 22 students were categorized as unsuccessful. They got the score under minimum completeness criteria (KKM) or under the score 60. The percentage of the students that got the score under 60 was 68,75%. It can be seen that more students did not pass the pre-test than those who passed. Furthermore, the students' scores in post-test I can be seen in following table 4!

No.	Name of the Student	Score	Minimum Completeness Criteria (KKM)	Completeness
1.	Ainun Nadziroh	60	60	Successful
2.	Amsar Deva Manurung	60	60	Successful
3.	Aulia Shintaya Bella	90	60	Successful
4.	Balqis Azzahra Siregar	80	60	Successful
5.	Bastian Ilwan Sains Sihombing	90	60	Successful
6.	Christian Johanes Dawolo	90	60	Successful
7.	Dela Ameliya Lubis	60	60	Successful
8.	Farel Andreas Sinaga	90	60	Successful
9.	Felisa Ratu Kencana Sembiring	100	60	Successful

10.	Helsinky Samosir	80	60	Successful
11.	Imanuel Nababan	100	60	Successful
12.	Julius Sitorus	90	60	Successful
13.	Kayla Amira Ritonga	70	60	Successful
14.	Maulani Putri Br Siregar	80	60	Successful
15.	Nabila Amanda Br Sihombing	70	60	Successful
16.	Nadia Sapphira Aleyyani Sebayang	100	60	Successful
17.	Ningsih Sri Wulandari	80	60	Successful
18.	Putri Agil Maharani	70	60	Successful
19.	Rahayu Angreni	80	60	Successful
20.	Raja Nicodemus Sebayang	60	60	Successful
21.	Revalini Limbong	90	60	Successful
22.	Rivaldy Martua Butar Butar	80	60	Successful
23.	Rizki Fauza Amalia	80	60	Successful
24.	Sal Sabila Alipia	60	60	Successful
25.	Samuel Setia Budi Samosir	70	60	Successful
26.	Suci Chairunnisa Nasution	100	60	Successful
27.	Timotius Sahat Martua Rezeki Pangaribuan	80	60	Successful
28.	Vianca Ovilia Kalasti	100	60	Successful
29.	Visca Razita Putri	80	60	Successful
30.	Wibowo Taro Nugraha	100	60	Successful
31.	Yeremia Marbun	70	60	Successful
32.	Yuda Saputra	90	60	Successful
Total Score		2600		
Highest Score		100		
Lowest Score		60		
Average		81,25		

Table 4. The Students' Scores in Post-Test I

$$M = \frac{\sum fX}{N} = \frac{2600}{32} \ 81{,}25.$$

The number of the students who took at the post-test I, in listening test was 32 students. The total score of the students was 2600 and the mean of the students' score was 81,25 or 81.

      Based on the test result, it is indicated that the students' achievement in listening has improved from the pre-test result. It can be seen from the mean score or average was 81,25. The students who got the score according to minimum completeness criteria (KKM) can be said to pass in this post-test I. The score of minimum completeness criteria (KKM) was 60 and the students who got the score up to 60 were all students with percentage 100%, it categorized as successful. It can be seen that all students passed in this the post-test. In the post-test I, the students got varied scores. The highest score was 100 and the lowest one was 60. In post-test I, the students' listening ability has improved, as evidenced by an improvement in the results of students' listening test scores. Moreover, the table of the students' scores in post-test II can be seen in following table 5!

No.	Name of the Student	Score	Minimum Completeness Criteria (KKM)	Completeness
1.	Ainun Nadziroh	70	60	Successful
2.	Amsar Deva Manurung	80	60	Successful
3.	Aulia Shintaya Bella	100	60	Successful
4.	Balqis Azzahra Siregar	90	60	Successful
5.	Bastian Ilwan Sains Sihombing	100	60	Successful
6.	Christian Johanes Dawolo	100	60	Successful
7.	Dela Ameliya Lubis	70	60	Successful
8.	Farel Andreas Sinaga	90	60	Successful
9.	Felisa Ratu Kencana Sembiring	100	60	Successful

No.	Name			Status
10.	Helsinky Samosir	90	60	Successful
11.	Imanuel Nababan	100	60	Successful
12.	Julius Sitorus	100	60	Successful
13.	Kayla Amira Ritonga	80	60	Successful
14.	Maulani Putri Br Siregar	100	60	Successful
15.	Nabila Amanda Br Sihombing	90	60	Successful
16.	Nadia Sapphira Aleyyani Sebayang	100	60	Successful
17.	Ningsih Sri Wulandari	100	60	Successful
18.	Putri Agil Maharani	90	60	Successful
19.	Rahayu Angreni	90	60	Successful
20.	Raja Nicodemus Sebayang	80	60	Successful
21.	Revalini Limbong	100	60	Successful
22.	Rivaldy Martua Butar Butar	90	60	Successful
23.	Rizki Fauza Amalia	100	60	Successful
24.	Sal Sabila Alipia	70	60	Successful
25.	Samuel Setia Budi Samosir	70	60	Successful
26.	Suci Chairunnisa Nasution	100	60	Successful
27.	Timotius Sahat Martua Rezeki Pangaribuan	80	60	Successful
28.	Vianca Ovilia Kalasti	100	60	Successful
29.	Visca Razita Putri	90	60	Successful
30.	Wibowo Taro Nugraha	100	60	Successful
31.	Yeremia Marbun	100	60	Successful
32.	Yuda Saputra	90	60	Successful
Total Score		2910		
Highest Score		100		
Lowest Score		70		
Average		90,93		

Table 5. The Students' Scores in Post-Test II

$$\mathrm{M} = \frac{\sum fX}{N} = \frac{2910}{32} = 90{,}9375 = 90{,}93.$$

The number of the students who took at the post-test II, in listening test was 32 students. The total score of the students was 2910 and the mean of the students' score was 90,93 or 91.

Based on the test result above, it is indicated that the students' achievement in listening has improved from the from previous test results. It can be seen from the mean score or average was 90,93. The students who got the score according to minimum completeness criteria (KKM) can be said to pass in this post-test II. The score of minimum completeness criteria (KKM) was 60 and the students who got the score up to 60 were all students with percentage 100%, it categorized as successful. It can be seen that all students passed in this the post-test. In the post-test II, the students got varied scores. The highest score was 100 and the lowest one was 70. In post-test II, the students' listening ability has improved, as evidenced by an improvement in the results of students' listening test scores from previous tests.

It can be concluded that the students' listening ability through dictation technique had improved from the lowest was 30 to the highest one was 100. The students were said pass the lesson, if they got the score 60 or more. The percentage of the students who got the score over 60 also showed improvement. It is seen from the students' score from the first meeting to the last meeting or from the pre-test until the post-test II score results.

b. Qualitative Data

The qualitative data were taken from the observation, interview and documentation during the research process.

1) Observation

From the observation sheet, the researcher observed and noted the students' attitude during the teaching-learning process. The researcher noted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active to answer the question which

given by the teacher during teaching-learning process. The researcher as a teacher taught at the class during the research process. Besides that, researcher helped by the teacher to observe the class during teaching learning process.

The improvement of students' to comprehend the spoken text also kept paying attention, from the first meeting until the last meeting. In fact, the students were serious during the teaching-learning process, but some of them get low scores in the pre-test. It was caused they have problems with their listening ability and vocabulary mastery.

On the other hand, the learning material mastery or students' knowledge also has an effect on the research process. But in cycle-II, they are serious than before. They did the dictation test after being given treatment more details. In the second test, they have good scores than before. It can be seen from their comprehension the word was improved after the process of the teaching-learning using the dictation. The researcher gave the third test to see if there is another improvement that is better than before in students' listening ability. So that in this study, the researcher gave the students thrice tests, namely pre-test, post-test I, and post-test II.

For more details, the research observation will show in table 7 below!

OBSERVATION SHEET I

Give mark (√) in column 1,2,3,4 based on the observation to the class!

Focus	Topic	1	2	3	4
The researcher (as the teacher)	• The teacher attracts students' attention				√
	• The teacher gives apperception and overview before teaching material				√
	• The teacher explains learning objective			√	
	• The teacher motivates students to show their best learning			√	
	• The teacher prepares teaching material				√

Focus	Topic	1	2	3	4
	• The teacher prepare all of the transcript of the material				√
	• The teacher explain the lesson material			√	
	• The teacher pays attention to all of students			√	
	• The teacher manages the time effectively			√	
The students	• The students pay attention to the teacher's explanation				√
	• The students ask question to the teacher if there is something unclear			√	
	• The students answer the question given by the teacher			√	
	• The students good response to the topic			√	
	• The students participate actively in teaching and learning process			√	
	• All the students do their task			√	
Context	• The classroom can be controlled			√	
	• The classroom is clean			√	
	• The classroom is equipped with teaching aids (blackboard, blackboard eraser, marker, and so on)			√	

Table 6. The Observation Sheet in Cycle-I

Where, the score:

1: poor, 2: fair, 3: Good, 4: Very Good.

OBSERVATION SHEET II

Give mark (√) in column 1,2,3,4 based on the observation to the class!

Focus	Topic	1	2	3	4
The researcher (as the teacher)	• The teacher attracts students" attention				√
	• The teacher gives apperception before teaching the material				√
	• The teacher explains learning objective			√	
	• The teacher motivates students to improve their			√	

		1	2	3	4
	knowledge				
	• The teacher prepares teaching material				√
	• The teacher prepare all of the transcript of the material				√
	• The teacher explain the lesson material more details				√
	• The teacher pays attention to all of students			√	
	• The teacher manages the time effectively				√
The students	• The students pay attention to the teacher's explanation				√
	• The students ask question to the teacher if there is something unclear			√	
	• The students answer the question given by the teacher				√
	• The students good response to the topic				√
	• The students participate actively in teaching and learning process				√
	• All the students do their task				√
Context	• The classroom can be controlled			√	
	• The classroom is clean			√	
	• The classroom is equipped with teaching aids (blackboard, blackboard eraser, marker, and so on)			√	

Table 7. The Observation Sheet in Cycle-II

Where, the score:

1: poor, 2: fair, 3: Good, 4: Very Good.

2) Interview

The interview was done by interviewing the English teacher before the research was begun. The interview was done with ma'am Hadijah on Thursday, September 02nd, 2021. It is one day before the research was begun. From the interview, it was found that the teacher had problems in teaching English and some factors that affected the teaching-learning process. One of them was due to the problem of limited study time during this pandemic the teaching-learning process becomes less efficient so that the teacher must be able to manage time so

that the material explained can be understood by students. Other than that, some students have lacked the listening skill and also lack vocabulary mastery, because vocabulary mastery is also affected the students' listening ability. In addition, lack of interested in the English subject, and they are felt confused about the English subject. That's why the teacher said some of them who lack listening skills and lack vocabulary mastery got low scores this was known after being given the tests.

The teacher hopes that this dictation technique is one of the good techniques that can improve the students' listening ability when listening orally or in the spoken texts. She thought that her students will interest in this technique because this technique was familiar to them. Besides, by this technique, the students are more focused on the material and the spoken texts that were given by the researcher as an English teacher. Actually, she is seldom using this technique during the teaching-learning process. There were several factors that cause this technique to be rarely used, such as sometimes the students be noisy when the teacher uses the dictation technique in the learning process so that it is not effective to use. In addition, if the teacher does not use the audio speaker, the students can not listen to the spoken text or orally words clearly. But the researcher made the teacher trust that this technique can make students more focused on the material and in the spoken text that was given by the researcher during the teaching-learning process. Moreover, the use of the dictation technique can train and improve the students' listening ability.

The researcher also interviewed some students of the class IX-4 after the researcher process was finished to know their problem in learning English and the problems that students faced during the dictation technique was used. They faced difficulties in listening to the spoken text and the material orally. Some factors were the speaker didn't speak clearly, and the voice should be loud, because in the pre-test time, the researcher doesn't make the volume up too loud so that the speaker spoke didn't clear, but the teacher realized it and asked the researcher to make the audio speaker louder. They also said that the accent of the speaker made them a little confused because they were not used to hearing audio from a native speaker, but when the researcher explained, they could understand well what was

being conveyed. Moreover, vocabulary mastery was also a problem for them. They said that they had less vocabulary so that there are some words that made them be confused and can't answer the test that was given by the researcher, because the tests were about to fill the blank with the correct answer based on what they listened to. This interview was done because it is useful to know the background of students' difficulties in learning listening by using the dictation technique. From the interview, the researcher concluded that their problem is difficulty to understand what the speaker said when the speaker spoke in English and lack of vocabulary mastery.

3) Documentation

The documentation is the photograph as the report for me to append every moment which is considered important to my research paper. The documentation took while the researcher as the English teacher taught the students in front of the classroom when the students listen to the material conveyed and do answer the tests by listening to the speaker. This research was using the dictation technique to measure students' listening ability during the teaching-learning process. The documentation could be seen at the appendix.

2. Data Analysis

There were two kinds of the data analysis in this research. The first data was analysis of quantitative data, and the second data was analysis of qualitative data.

a. Analysis of Quantitative Data

Based on the table 2, the score of students in the dictation and listening test was increased from the pre-test, post-test I in cycle-I until post-test II in cycle-II. The researcher gave the students the listening tests by using the dictation technique, filling the blank with the correct answers based on what they listened to, at the end of the topic after the tests in all cycles have been finished, the test will be corrected by the researcher. It was found out that the students' test scores kept improving from the first meeting to the last meeting. The students' scores in the post-test of cycle-I were higher than the pre-test, and the post-test scores of

cycle-II were higher than the post-test of cycle-I. It can be seen in table 2. That there are improved in the score from 30 in the pre-test to the score of 100 in the post-test II. This improvement can be seen in table 2.

1. Pre-Test

No.	Class Interval	Frequency	Percentage
1.	30 - 38	7 Students	21,875% = 21,87%
2.	39 - 47	10 Students	31,25%
3.	48 – 56	5 Students	15,625% = 15.62%
4.	57 – 65	5 Students	15,625% = 15.62%
5.	66 – 74	2 Students	6,25%
6.	75 - 83	3 Students	9,375% = 9,37%
	Total	32 Students	100% / 99,98%

Table 8. Percentage for Pre-Test Scores

1. $P = \frac{f}{N}$ x 100% = $\frac{7}{32}$ x 100% = 21,875%

2. $P = \frac{f}{N}$ x 100% = $\frac{10}{32}$ x 100% = 31,25%

3. $P = \frac{f}{N}$ x 100% = $\frac{5}{32}$ x 100% = 15,625%

4. $P = \frac{f}{N}$ x 100% = $\frac{5}{32}$ x 100% = 15,625%

5. $P = \frac{f}{N}$ x 100% = $\frac{2}{32}$ x 100% = 6,25%

6. $P = \frac{f}{N}$ x 100% = $\frac{3}{32}$ x 100% = 9,375%

2. Post-Test I

No.	Class Interval	Frequency	Percentage
1.	60 – 66	5 Students	15,625% = 15.62%
2.	67 - 73	5 Students	15,625% = 15.62%
3.	74 – 80	9 Students	28,125% = 28.12%
4.	81 – 87	0 Student	0 %
5.	88 – 94	7 Students	21,875% = 21.87%

| 6. | 95 – 101 | 6 Students | 18,75% |
| Total | | 32 Students | 100% / 99,98% |

Table 9. Percentage for Post-Test I Scores

1. $P = \dfrac{f}{N} \times 100\% = \dfrac{5}{32} \times 100\% = 15,625\%$

2. $P = \dfrac{f}{N} \times 100\% = \dfrac{5}{32} \times 100\% = 15,625\%$

3. $P = \dfrac{f}{N} \times 100\% = \dfrac{9}{32} \times 100\% = 28,125\%$

4. $P = \dfrac{f}{N} \times 100\% = \dfrac{0}{32} \times 100\% = 0\%$

5. $P = \dfrac{f}{N} \times 100\% = \dfrac{7}{32} \times 100\% = 21,875\%$

6. $P = \dfrac{f}{N} \times 100\% = \dfrac{6}{32} \times 100\% = 18,75\%$

3. Post-Test II

No.	Class Interval	Frequency	Percentage
1.	70 – 74	4 Students	12.5%
2.	75 – 79	0 Student	0%
3.	80 – 84	4 Students	12.5%
4.	85 – 89	0 Student	0%
5.	90 – 94	9 Students	28,125% = 28,12%
6.	95 – 100	15 Students	46,875% = 46,87%
Total		32 Students	100% / 99,99%

Table 10. Percentage for Post-Test II Scores

1. $P = \dfrac{f}{N} \times 100\% = \dfrac{4}{32} \times 100\% = 12,5\%$

2. $P = \dfrac{f}{N} \times 100\% = \dfrac{0}{32} \times 100\% = 0\%$

3. $P = \dfrac{f}{N} \times 100\% = \dfrac{4}{32} \times 100\% = 12,5\%$

4. $P = \dfrac{f}{N} \times 100\% = \dfrac{0}{32} \times 100\% = 0\%$

5. $P = \dfrac{f}{N} \times 100\% = \dfrac{9}{32} \times 100\% = 28,125\%$

6. $P = \dfrac{f}{N} \times 100\% = \dfrac{15}{32} \times 100\% = 46,875\%$

The improvement of the students' score in the listening ability through the dictation technique also could be seen from the mean of the students' score or the average result during the research. The researcher applied the formula as follows:

$$M = \frac{\sum fX}{N} \text{ or, Mean (M)} = \frac{Total\ Score\ (\sum fX)}{Total\ Number\ (N)}$$

In the pre-test, the students' total score was 1540 and the total number of students was 32, so the mean was:

$$M = \frac{\sum fX}{N} = \frac{1540}{32} = 48,125 = 48,12.$$

In the post-test I, the students' total score was 2600 and the total number of students was 32, so the mean was:

$$M = \frac{\sum fX}{N} = \frac{2600}{32} = 81,25.$$

In the post-test II, the students' total score was 2600 and the total number of students was 32, so the mean was:

$$M = \frac{\sum fX}{N} = \frac{2910}{32} = 90,9375 = 90,93.$$

The mean of the students' post-test score in cycle-II was the highest value and the mean of the students' pre-test score was the lowest one, so it could be said that the students' listening ability was improved. It can be seen from the mean of pre-test score to the post-test in cycle-II with the value 48,12 to 90,93. For more details, it can be seen from the following table 11:

x	Pre-test	Post-test I	Post-test II
Mean	48,12	81,25	90,93

Table 11. Mean Scores in the Pre-Test, Post-Test I, and Post-Test II

The students' total score was calculated the percentage by applying the formula:

$$P = \frac{f}{N} \text{ x } 100\%$$

Where,

P = Percentage of students who got score 60.

f = The number of students who got score 60.

N = Total number of students who do the test.

The percentage of the improvement of students' listening ability could be seen as follows:

1. Pre-test

$$P = \frac{f}{N} \text{ x } 100\% = \frac{10}{32} \text{ x } 100\% = 31,25\%$$

In the pre-test, the students who got the score 30 were 7 students, score 40 was 10 students, score 50 was 5 students, score 60 was 5 students, score 70 was 2 students, and score 80 was 3 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were 10 students.

2. Post-test I

$$P = \frac{f}{N} \text{ x } 100\% = \frac{32}{32} \text{ x } 100\% = 100\%$$

In the post-test I, the students got varied scores, the students who got the score 60 were 5 students, score 70 was 5 students, score 80 was 9 students, score 90 was 7 students, and score 100 was 6 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were all students. It can be seen that all students passed in this the post-test.

3. Post-test II

$$P = \frac{f}{N} \text{ x } 100\% = \frac{32}{32} \text{ x } 100\% = 100\%$$

In the post-test II, the students got varied scores, the students who got the score 70 were 4 students, score 80 was 4 students, score 90 was 9 students, and score 100 was 15 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were all students. It can be seen that all students passed in this the post-test. In post-test II, the students' score has improved. The students who got score 100 more in post-test II than post-test I. For more details, it can be seen from the following table 12:

%	Pre-test	Post-test I	Post-test II
Percentage	31.25%	100%	100%

Table 12. Percentage for the Students who Got Scores 60 or more

The result showed the improvement of the students' scores from the pre-test to the post-test of cycle-I, post-test of cycle-I to post-test of cycle-II. When the first test (pre-test) was conducted on the students, there were only 31.25% or 10 students who got the score 60 or more. In the second test (post-test I) which was conducted to the students in cycle-I of action research, there were 100% or all students got score 60. It means there was an improvement of students in their listening ability, it is about 68,75% or 69% compared with the first test (pre-test). The score that students got were varied. In the third test (post-test II) was conducted on the students in cycle-II of action research, there were 100% or 32 students who got score 60 or more that was categorized as successful. It meant there was an improvement of students in their listening ability, the students who got score 100 were more than in post-test I time. Therefore, it could be concluded that the dictation technique could improve the students' listening ability.

b. Analysis of Quantitative Data

The qualitative data were taken from result of interview, observation and documentation. Both the teacher and the students' behavior during the teaching-learning process in the classroom were evaluated in the qualitative data. In the qualitative data there are two cycles, cycle-I and II, the activities are:

1. Cycle-I

The cycle-I was done in three meetings. The researcher as the teacher tried to increase the students' listening ability trough the dictation technique. The dictation technique would be success to improve the students' listening ability, if the students looked interest in studying listening through the dictation technique, the students eager to share their opinion through the dictation technique, the students looked more active and focus in learning process, and the students' listening test result showed the improvements. The detail of the cycle-I as follows:

a. Planning

Firstly, the researcher prepared and made the lesson plan for 1 meeting. The topic which was discussed was about the expression of congratulation. In Action Research planning, the researcher had been prepared:

1. Lesson material, the topic was about the expression of congratulation.
2. The audio speaker for doing the test.
3. The question sheets to measure the students' knowledge and listening ability.

b. Acting

In the beginning, the researcher introduced herself and the purpose to come to that school. Then, the researcher explained to the students a little about the pre- test, then the researcher gave them the pre-test sheet and the students started to do the test. The researcher turn on the spoken text by using the audio speaker, then the students paid full attention to it three times. After that, the researcher asked the students' collected the test sheets that they had answered. After collected the test sheet, the researcher asked the students about the difficulties faced by them during the pre-test process, then the researcher started

to begin the treatment by taught the students about the topic. Before that, the researcher did warm up, explained the learning goals, and asked the students about what they know about the topic, then gave the learning material based on that topic. It was about the expression of congratulation. After the treatment, the researcher started to re-play the audio of the pre-test as the example of the expression of congratulation, and then, asked the students to re-listen carefully to the conversation. After the conversation had finished, the researcher asked the students about the message of the conversation, translate it, and then we have analyzed the conversation together to know where the sentence of the expression of congratulation in that conversation. At the end of the treatment, the researcher asked the students to ask questions if something was still not clear. After the learning process had finished, the researcher gave the students the second test or post-test I to know the students' knowledge and listening ability after giving the treatment. Then, the post-test I was done, after test had finished, the researcher asked the students collected the test sheets. For the last part, the researcher asked about the difficulties they faced during used this dictation technique.

c. Observing

The observation was done to observe how the students' behavior and the students' problems during the teaching-learning process. Most of the students participated effectively during the teaching-learning process and also when they did the tests. They were enthusiastic and enjoyable about the topic discussed by the researcher as the English teacher in the classroom. They also seriously answered the question that gave by the researcher. The English teacher of SMP Negeri 6 Kisaran also helped the researcher to observe the students, not only the students, but also she observed the researcher when taught in the classroom.

d. Reflecting

Based on the result of the score of the test in cycle-I and observation, the students' scores were already good, but the action and improvement were still needed to make the students' scores better. Actually, the students' score in the test of post-test-I was improved than the pre-test score, but it needed more improvement in their listening ability because some of them still have lacked in

listening and were confused when listened to the text conversation that spoke by the speakers.

 2. Cycle-II

After doing the cycle-I, the students' problems were found. Therefore, the researcher had a good motivation to conduct the cycle-II, which was carried out in one meeting. It was expected that in the cycle-II would get better than cycle-I. In this cycle, the researcher gave them more motivation and also more explanation related to the topic of learning material. The researcher also gave motivation to the students about listening skills, so that they can improve their listening ability to be better. The activities of cycle-II, as follows:

 a. Planning

The researcher prepared the lesson plan for cycle-II and the teaching-learning process focused on the students' listening skills. The topic of study in this meeting was the same as the cycle-I, it was about the expression of congratulation. Also, the teaching-learning process was almost the same likes the process in cycle-I, but it's more detailed in explaining the lesson material. In the cycle-II planning, the researcher had been prepared:

1. Lesson material, the topic was about the expression ofcongratulation.
2. The audio conversations about the expression of congratulationas the example in the lesson material.
3. The audio speaker for doing the test.
4. The question sheets to measure the students' knowledge andlistening ability.

 b. Acting

In the cycle-II, the activity was almost the same as the previous cycle. The students learned about the expression of congratulation, but the explanation was more detailed, after that the researcher gave the test, it was the post-test II. The post-test II was done to know the students' improvement after the lesson material that more details than before were given. Before the researcher taught the lesson,

the researcher did warm up to the students. The warmed-up was still in form of the question about the previous topic material and students should be answered the question that was given to them. Then, the researcher did the action in the form of the teaching-learning process to the students about the topic material based on the lesson plan. After the lesson material had been given to them, the researcher gave the question sheets to measure the students' knowledge and their listening ability in this cycle-II, it was the post-test II. After the post-II was done, the students should collect the test sheets that had been answered. Finally, the researcher would check the students' scores to get the result data from the research. For the last part, before closing the research, the researcher asked about the difficulties they faced when the dictation technique was used during the learning process. After closing the research, for that class then the researcher asked some students to be interviewed after the class was over.

c. Observing

The observation was still done for the last time. The activity of the students was observed, and it showed that most of the students did not have problems anymore in comprehending the listening skills. But they still need mastery of the listening skill and more vocabulary in order to make them familiar with the English word even it is oral or even written. By mastering the listening skills and vocabulary, it will help them to improve their listening ability. Moreover, their focus be better and more enthusiastic than before, because they already mastery the topic that was given.

d. Reflecting

Having checked the students' listening test, it found that the students' scores showed improvement. Based on the result test scores in the pre-test, post-test I, post-test II, and the observation, the students' scores were already better. There was an improvement in the students' result test scores. The data continues to increase from the pre-test to the post-test II. In the post-test I, the students already had good scores, but in post-test II, almost all the students got good scores. It was better than post-test I score data result. Thus, the students' score in the cycle-II had improved than in the cycle-I. The researcher concluded that the students had

become accustomed listened to the sentence and the conversation in the oral form. From the data result, it can be seen that the students' listening ability improved through used this dictation technique. In this phase, the researcher was stopping the research because the improvement has been shown from the students' result scores.

B. Discussion

The dictation technique was applied to improve the students' ability in listening skills. The dictation technique is one of the techniques that benefit to improve the students' listening ability. This technique can make the students focus on the speaker. This research had proved the effectiveness of applying the dictation technique. It was shown from the test results. The students' scores from the beginning in the pre-test, cycle-I test, and cycle-II test. Also, the class was better controlled. So, the class becomes enjoyable and more interesting in cycle-II. The students also had become accustomed to listen to the English conversation in the form of the spoken text, and they had been mastery of the lesson material.

The students' data in the cycle-II test showed that the mean of students' scores was higher than the mean of the students' score in the cycle-I test, and also better than the orientation test or the pre-test. In the last test of cycle-II, all students or 32 students got scores above 60 or above the minimum completeness criteria, and the higher score is 100. This improvement not only happened in the mean of students' score but also the expression, interest, and students' focus, it showed the improvement. It can be seen in the interview and observation sheet. Most of the students understand the material and feel that there was an improvement from their ways to answer the test in the pre-test to the post-test II, they felt confident with their scores.

CHAPTER V

CONCLUSION AND SUGGESTION

From the result and the discussion above about the improvement of students' listening ability through dictation technique in ninth grade-4 (IX-4) at SMP Negeri 6 Kisaran, that can conclude that:

A. Conclusion

The researcher finds that the students' listening ability got improvement through the dictation technique. The further conclusion as follows:

1. The students' listening ability has being improved. It's proved from their score before and after the material being taught by the dictation technique. The data which showed that the mean of the students' test in cycle-II (90,93) was higher than test in cycle-I (81.25), and also in the pre-test (48,12). In addition, it can be seen the mean of students' score before being taught by using the dictation was low than the mean after the material being taught by using this technique, either in cycle I or cycle II. The improvement of students' scores who got scores over 60 showed that the percentage in the cycle-II test (100%) same as the test in cycle-I (100%), and higher than the pre-test (31.25%). In cycle-I and cycle II, the students got varied scores. Futhermore, thepercentages of students' scores increased before and after materials being taught by using the dictation technique. It can be seen from the data results above. In the post-test of cycle-I, the students who got the score 60 and 70 were same, it was 5 students, score 80 was 9 students, score 90 was 7 students, and score 100 was 6 students. Meanwhile, In the post-test of cycle-II, the students who got the score of 70 and 80 were same, it was 4 students, score 90 was 9 students, and score 100 was 15 students. Besides that, the students' score before the material being taught by using the dictation technique

were 30 to 80. The students who got the score of 30 were 7 students, score 40 was 10 students, score 50 and 60 were same, it was 5 students, score 70 was 2 students and score 80 was 3 students, while the minimum completeness criteria was 60, so that the students who declared as successful, only 10 students. The students who passed the test were still low, whereas the students who passed in post-test were 100%, means all students got passed the test after being taught by using the dictation technique. Therefore, the dictation Technique can improve the students' listening ability in ninth grade-4 (IX-4) at SMP Negeri 6 Kisaran.

2. The students looked more focused and excited when the researcher taught them in the classroom by using the dictation technique. Not only listening skills have improved, but also their interest in the learning process. The situation of the class when the dictation technique has used, the students looked more focus, excited, and interested during the research process.

3. The students faced difficulties in listening to the spoken text and the material orally. Some factors were the speaker didn't speak clearly, and the voice should be loud, because in the pre-test time, the researcher doesn't make the volume up too loud so that the speaker spoke didn't clear. They also said that the accent of the speaker made them a little confused because they were not used to hearing audio from a native speaker, but when the researcher explained, they could understand well what was being conveyed. Moreover, vocabulary mastery was also a problem for them.

B. Suggestion

The research result shows that the uses of the dictation technique can improve the students' listening ability. The further suggestions are offered:

1. For the English teacher, suggested using a good teaching technique in the teaching-learning process. For example, the teacher can use the

dictation Technique in the teaching-learning process to improve the students' listening ability, because by using this technique the students can be more focused on the lesson material.

2. For the students, it is suggested to be more active in the class, and they should improve their listening ability. Then they also must improve their vocabulary mastery in order to make them be more understood the point what the teacher said when using English. Because if the students just depend on the teaching technique in the class, it is not enough to improve their skills, the vocabulary mastery is also needed in the teaching-learning process, but the use of this dictation technique also has the benefit to help them in learning-listening.

3. For the other researcher, this study is only the research that concern about the use of the dictation technique in improving the students' listening ability. It is recommended to other researchers to investigate more details about the effectiveness of the dictation technique towards the other language skills. Moreover, from the research result is expected to encourage other researchers to conduct further study deals with the dictation technique in other skills, not only in listening skills but also in speaking, writing, and reading skills. For the other searchers, also suggested using this study as a contribution to complete the other study to find better findings. It can be functioned as the guidance to conduct the other classroom action research.

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APPENDIX

Appendix A: Letter of Research Permit from SI-SELMA UINSU

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-18249/ITK/ITK.V.3/PP.00.9/08/2021   26 Agustus 2021
Lampiran   : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala SMP Negeri 6 Kisaran

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	:	**Syafrida Laila**
NIM	:	**0304173183**
Tempat/Tanggal Lahir	:	**Kisaran, 04 Juni 1999**
Program Studi	:	**Tadris Bahasa Inggris**
Semester	:	**IX (Sembilan)**
Alamat	:	**JL.DURIAN GG.RAMBE LK I**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Latsitarda Nusantara VIII Kisaran, Kelurahan Kisaran Naga, Kecamatan Kisaran Timur, Kabupaten Asahan, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

IMPROVING STUDENTS' LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT SMP NEGERI 6 KISARAN IN ACADEMY YEAR 2021/ 2022

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

Medan, 26 Agustus 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

Appendix B: Letter Replay of Research Permit from the School

DINAS PENDIDIKAN KABUPATEN ASAHAN
SMP NEGERI 6 KISARAN
Jl. Latsitarda Nusantara VIII Kisaran (0623) 44081 Kode Pos. 21224
Email : smp6kisaran@gmail.com Website: www.smp6kisaran.co.id

Kisaran, 13 September 2021

Nomor : 421.2 /11⁶ / 2021
Lamp : -
Hal : **Izin Riset**

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara
Medan
di -
       Tempat

Dengan Hormat,

1. Sehubungan dengan keperluan Penelitian / Pengambilan Data di SMP Negeri 6 Kisaran dalam Penyelesaian Study Mahasiswa yang tersebut dibawah ini :

   Nama   : Syafrida Laila
   NIM   : 0304173183
   Program Studi   : Tadris Bahasa Inggris

2. Kami bersedia memberikan ijin kepada Mahasiswa tersebut untuk memperoleh data dan informasi untuk penelitian studi yang yang bersangkutan dengan judul skripsi :

   Improving Student's Listening Ability Through Dictation Technique At SMP Negeri 6 Kisaran In Academy Year 2021 / 2022

   terhitung mulai tanggal 30 Agustus s/d 10 September 2021

3. Demikian ijin ini kami berikan, agar dapat dipergunakan seperlunya, terima kasih.

Kepala SMP Negeri 6 Kisaran

N I L, S.Pd
NIP. 19740922 199903 1 004

Appendix C: Curriculum of SMP Negeri 6 Kisaran

In this research, I focus on listening. Although, in current learning system not focus on the specific skills. In this research, I chose the material topic about the expression of congratulation. It can be seen in the basic competencies (KD) 3.1 and 4.1 in the curriculum of SMP Negeri 6 Kisaran. The following are the contents of KD 3.1 and 4.1:

3.1. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas sesuatu kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan kontekspenggunaannya.

4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

In this case, we can see from the basic competencies above that students must be able to understand and even create interpersonal interaction texts, both oral and written. Of course, listening also has an important role in this learning. If you want to understand verbally about the material, of course, the students must have good listening skills. Then it can be transferred to the next skill, namely, writing skills. So that between spoken and written, it can be seen how the role of listening is. If related, this is the same as the dictation technique when the teacher or the speaker conveys information orally. The students listen focused and pay full attention to the information, then write down what they have heard. For the test items in this research, I focused on questions that contained blank words, which the students would then fill out based on what they heard from the speaker.

KURIKULUM DARURAT KELAS IX

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.2. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan persetujuan, serta responnya, sesuai dengan konteks penggunaannya	4.2 Menyusun teks lisan dan tulis sederhana untuk mengucapkan dan merespons ungkapan persetujuan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3.3. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

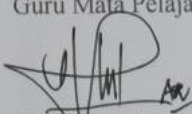|	
3.4. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairy tales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairy tales* memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
3.5. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.4 Teks *information report* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX 4.4.2. Menyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.5. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.5. Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

Mengetahui
Kepala SMP Negeri 6 Kisaran

Kisaran, 13 Juli 2020
Guru Mata Pelajaran

Salim, S.Pd
NIP : 19740922 199903 1004

Hadijah, S.Pd
NIP : 19631101 198602 2003

Appendix D: Syllabus of SMP Negeri 6 Kisaran

In the syllabus, it is the same as in the curriculum that basic competencies (KD) require the students to be able to apply, create, and understand the texts both orally and in writing related to the actions that express hopes, prayers, and congratulations on happiness and achievement. In this study, I focused on the material about the expression of congratulations. Due to the limited learning time during Covid-19, so I focused on that topic only.

It can be seen in the syllabus below that the material subject discusses several important aspects, one of which is the structure of the text. In this aspect, the students are expected to be able to respond to the text according to the topics discussed. If the students want to give feedback, of course, these students must listen to the topic material presented and try to understand the information. When the students felt a little confused during the learning process, about the structure of the text. Then the students can ask the teacher. It also includes giving responses.

In the learning box in the syllabus, it can be seen that the students must listen, imitate, and demonstrate some examples of conversations both of the correct pronunciation and the word stress. In this case, I only focus on the word "listening" in the prefix of the learning box section. Listen to the correct pronunciation and word stress spoken or conveyed by the speaker. If it is associated with the dictation techniques, the students listen to the information conveyed by the speaker. In the test item for this research, the students had to fill in the blanks on the question sheet based on what they heard. The way to test the students in this research is the researcher provides a question sheet in the form of a conversational text with some words that are still blank. The students must fill in the blank words in the conversation based on what the speaker says. The researcher used the audio speakers so that the speaker's voice could reach the entire classroom. Furthermore, as explained earlier that current learning does not focus on only one skill, but all types of skills, this is called integrated learning which combines two or more skills. In my research, I combine listening skills and

writing skills. However, what I focus on is only one skill, namely listening skill to find out the students' listening ability and what are their problems with this skill.

SILABUS KELAS IX

Mata Pelajaran : Bahasa Inggris.
Kelas : IX
Kompetensi Inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan(faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lainyang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu : 3.1 Menerapkan fungsi sosial,struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulisyang melibatkan tindakanmenyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi nya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks interksi Interpersonal lisan dan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Sreuktur teks - Memulai - Menanggapi (diharapkan diluar dugaan) • Unsur kebahasaan - Ungkapan a.l Congratulation, I hope so I wish you luck. - Ucapan , tekanan kata, intonasi, ejaan, tanda baca. dan tulisan tangan. • Topik - Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari. - Menanyakan hal-hal ynag tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Melakukan percakapan terkait tindakan menyatakan harapan,doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi. - Melakukan refleksi

		tentang proses dan hasil belajar.
Siswa mampu : 3.2 Menerapkan fungsi sosial, Struktur teks, dan unsur kebahasaan teks interaksitransaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan,sesuai dengan konteks penggunaannya.(Perhatikan unsur kebahasaanto, in order to, so that (dis)agreement). 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikanfungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan. • Struktur teks - Memulai - Menanggapi (diharapkan/diluar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interrogatif dengan modal : Will, be going to. - Ungkapan persetujuan : I agree.That's a good idea. I don't think it's a good idea. - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their,dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik - Tindakan dan kegiatan siswa disekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI.	- Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri. - Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks. - Menyimak, membaca, dan menirukan guru membacakan teks-teks tersebut dengan suara lantang. - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Bertanya jawab dengan teman tentang rencana dan kemauan untuk menghadapi ujian akhir sebaik-baiknya. - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya. - Mempresentasikan dikelompok lain dan bertanya jawab tentang isi teks. - Melakukan refleksi tentang proses dan hasil belajarnya.
Siswa mampu : 3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait	• Fungsi sosial Memilih obat/makanan/ Minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil terbaik.	- Membaca dan mengidentifikasi berbagai informasi yang tertera di label obat/makanan/minu man dengan

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Appendix E: Syllabus Model for SMP/MTs English Subject

This is the syllabus model for SMP/ MTS English Subject from Kementerian Pendidikan dan Kebudayaan Jakarta, in 2017. I just focus on KD 3.1 and 4.1 where it is discussed the topic material of the expression of congratulation.

    C. Kelas   **: IX**
        Alokasi Waktu   : 4 jam pelajaran/ minggu

      Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi siswa.

      Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Dasar	Materi Pokok	Pembelajaran

Siswa mampu:
 	
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan
	• Fungsi sosial
	Menjaga hubungan interpersonal dengan guru dan teman
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luardugaan)
	• Unsur kebahasaan
		- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
		- Mengidentifikasi ungkapan yang sedang dipelajari
		- Menanyakan hal-hal yang tidak diketahui

prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	- Ungkapan a.l. *Congratulat-ions*, *I hope so*, *I wish you luck*; dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI	atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/ tulis dari berbagaisituasi lain yang serupa. - Melakukan percakapan terkait tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi - Melakukan refleksi tentang proses dan hasil belajar

Source: Syllabus Model for Junior High School/ Madrasah Tsanawiyah (SMP/ MTs) Subjects, English Subjects, Ministry of Education and Culture Jakarta, 2017, p. 24-25.

It can be seen that there are similarities in the syllabus of SMP Negeri 6 Kisaran. For explanation, I liken to the previous syllabus that I focus on the word "listening" at the beginning of the word in the learning section.

Appendix F: Lesson Plan Cycle-I and Cycle-II

LESSON PLAN I

School   : SMP Negeri 6 Kisaran

Subject   : English Lesson (Expression of congratulation)

Class   : IX-4

Aspect   : Listening

Time   : 1 x 30 minutes

A. Standard Competency

1. Understanding the meaning in the very simple short functional spoken text to interact with the immediate environment.

B. Basic Competency

2.1 Responding to the meaning of speech acts contained in the very simple short functional spoken texts accurately, fluently, and acceptable to interact with the immediate environment.

C. Indicators

1. The students identify the definition of the expression of congratulation.
2. The students identify the function of the expression of congratulation.
3. The students identify the words of the expression of congratulation.
4. The students analyze the expression of congratulation from a conversation.

D. Learning Objectives

1. The students be able to identify the definition of the expression of congratulation.
2. The students be able to identify the function of the expression of congratulation.
3. The students be able to identify the words of the expression of congratulation.
4. The students be able to analyze the expression of congratulation from a conversation.

E. Learning Method

Dictation

F. Learning Activities

I.　　Pre-teaching

1. The teacher greets to the students.

2. The teacher asks the students to pray then check the attendance list.

3. Warming up activity, the teacher gives apperception by asking thestudents about the expression of congratulation that they know.

4. The teacher gives overview about the expression of congratulation.

5. Teacher deliveries the learning objectives.

II.　　Core Activities

a. Exploration

1. The teacher writes about the expression of congratulation on the whiteboard.

2. Students asked to listen carefully to the teacher.

3. Students try to understand about the expression of congratulation before the teacher explains it.

4. Students listen to the spoken text carefully about the example of expression of congratulation.

b. Elaborating

1. The teacher explains the material about the Expression of congratulations.

2. The teacher gives the question sheets to students (post-test I).

3. The teacher asked the students to listen to the conversation dictated by the speaker.

4. Students fill the blank in the question sheets while listening to the dictation.

c. Confirmation

1. The teacher guides the students to conclude the material that they had just learned.

2. Students ask the question about things that are still not clear

III. Closing Activity

1. The teacher asks students about the difficulties for teaching and learning process.

2. The teacher gives some clues about the activity in the next meeting.

3. The teaching and learning process is closing by greeting.

G. Learning Resource, Media, and Tools

1. Learning Resource: The relevance of English books, internet.

2. Media and tools: Board marker, white board, question sheet, and the material text.

H. Learning Material

Expression of Congratulations

Congratulations are words that give appreciation to people who have had success. Expression of Congratulations is an expression used to congratulate someone successful in achieving their goals. Congratulation means the act of congratulating someone on their achievements so far. Meanwhile, congratulations are addressed to that person directly.

Here are some Expressions of Congratulations:

Congratulations, my best friend!	Well done, congratulation to you.
Congratulations on your promotion!	I will become the first to congratulate you on your success.
Congratulations on your graduation!	I would like to congratulate you on your success.
Let me congratulate you on…	Congratulations on your achievements.
I congratulate you on your ...	I must say congratulation on…
Congratulations on your success.	Congratulations on your wedding.
Please, accept my warmest	I congratulate you on winning this

congratulations..	tournament.
Good job! Nice work! Excellent!	Let me congratulate you.
It was great to hear about it.	I am very happy with your success.
You are fantastic!	You can do it very well!

Here are some responses from the expression of congratulation:

Thanks, thank you, thank you so much, thank you very much.	Thank you, I still need to learn more.
Thanks, I needed that.	It's nothing at all.
It is very kind of you to say that/ it's very kind of you to say so.	I'm happy to hear that

The example:

Mimi: Hello, Rony. (Halo, Rony)

Rony : Hi Mimi, I've heard a good information about you. I heard you got the first rank in this test. (Hai Mimi, aku telah mendengar informasi yang bagus tentang kamu. Aku dengar kamu mendapat peringkat pertama dalam tes ini.)

Mimi: Yes, that's right. (Ya, benar.)

Rony: Good job. It was great to hear about it. Congratulations on your achievements. (Kerja bagus. Sangat menyenangkan mendengarnya. Selamat ya atas pencapaianmu.)

Mimi: Thank you, Rony. It's nothing at all. (Terima kasih, Rony. Bukan apa-apa kok.)

Rony: You are welcome, you deserve it. (Sama-sama, kamu memang pantas mendapatkannya.)

No	Glossary		No	Glossary	
1.	Heard (v2)	Dengar	4.	Got (v2)	Mendapat
2.	Good information (n)	Informasi yang bagus	5.	Achievement (n)	Pencapaian
3.	The first rank (n)	Peringkat pertama	6.	Deserve (v1)	Pantas

I. Assessment

1. Technique of assessment: Listening- test and written-test.

2. Form of instrument: Write the dictated words.

3. Instrument: Attached

4. Scoring guidance: Test item 10.

5. Multiple choice = Correct answer x 10 points

6. Error Correction = Correct answer x 10 points

7. Maximal score = 100

8. Attached:

  a. The score of students:

$$P = \frac{f}{N} \text{ x } 100\%$$
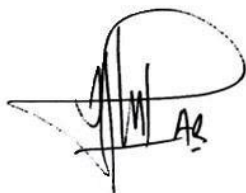
Where:

P = Score of the test.

F = Number of the correct answer.

N = Numberof questions.

	Kisaran, September 2021
	Knowing,
English Teacher of IX-4	Researcher

Hadijah, S.Pd   Syafrida Laila

NIP. 196311011986020003   NIM. 0304173183

LESSON PLAN II

School : SMP Negeri 6 Kisaran

Subject: English Lesson (Expression of congratulation)

Class   : IX-4

Aspect : Listening

Time   : 1 x 30 minutes

A. Standard Competency

1. Understanding the meaning in the very simple short functional spoken text to interact with the immediate environment.

B. Basic Competency

2.1 Responding to the meaning of speech acts contained in the very simple short functional spoken texts accurately, fluently, and acceptable to interact with the immediate environment.

C. Indicators

1. The students identify the definition of the expression of congratulation.
2. The students identify the function of the expression of congratulation.
3. The students identify the words of the expression of congratulation.
4. The students analyze the expression of congratulation from a conversation.

D. Learning Objectives

1. The students be able to identify the definition of the expression of congratulation.
2. The students be able to identify the function of the expression of congratulation.
3. The students be able to identify the words of the expression of congratulation.
4. The students be able to analyze the expression of congratulation from a conversation.

E. Learning Method

Dictation

F. Learning Activities

I.   Pre-teaching

1. The teacher greets to the students.

2. The teacher asks the students to pray then check the attendance list.

3. Warming up activity, the teacher gives apperception by asking thestudents about the expression of congratulations that has learned.

4. The teacher motivates students to improve their knowledge, especially to the students who have poor listening and bad scores.

5. Teacher deliveries the learning objectives.

II.   Core Activities

  a. Exploration

1. The teacher writes about the expression of congratulation on the whiteboard.

2. Students asked to listen carefully to the teacher.

3. Students listen to the spoken text carefully about the example of expression of congratulation.

  b. Elaborating

1. The teacher explains the material about the Expression of congratulation more details.

2. The teacher gives the question sheets to students (post test-II).

3. The teacher asked the students to listen to the conversation dictated by the speaker more carefully.

4. Students fill the blank in the question sheets while listening to the dictation.

  c. Confirmation

1. The teacher guides the students to conclude the material that they had just learned.

2. Students ask the question about things that are still not clear.

III.   Closing Activity

1. The teacher asks students about the difficulties for teaching and learning process.
2. The teaching and learning process is closing by greeting.

G. Learning Resource, Media, and Tools

1. Learning Resource: The relevance of English books, internet.
2. Media and tools: Board marker, white board, question sheet, and the material text.

H. Learning Material

Expression of Congratulations

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Here are some Expressions of Congratulations:

Congratulations, my best friend!	Well done, congratulation to you.
Congratulations on your promotion!	I will become the first to congratulate you on your success.
Congratulations on your graduation!	I would like to congratulate you on your success.
Let me congratulate you on…	Congratulations on your achievements.
I congratulate you on your ...	I must say congratulation on…
Congratulations on your success.	Congratulations on your wedding.
Please, accept my warmest congratulations.	I congratulate you on winning this tournament.
Good job! Nice work! Excellent!	Let me congratulate you.
It was great to hear about it.	I am very happy with your success.
You are fantastic!	You can do it very well!

Here are some responses from the expression of congratulation:

Thanks, thank you, thank you so much, thank you very much.	Thank you, I still need to learn more.
Thanks, I needed that.	It's nothing at all.
It is very kind of you to say that/ it's very kind of you to say so.	I'm happy to hear that

The examples:

Conversation I

Maria: Hello, Hendra. (Halo, Hendra)

Hendra: Hi Maria, what's going on? (Hai Maria, ada apa?)

Maria: Today is your graduate. Congratulation on your graduation, Hendra. (hari ini adalah hari kelulusanmu. Selamat atas kelulusanmu, Hendra.)

Hendra: Oh,Thank you, Maria. (oh, terima kasih, Maria.)Maria : You're welcome, Hendra. (Sama-sama, Hendra.)

Conversation II

Bobi: Congratulation on your achievement, Mary! I heard you won the dancing competition. (selamat atas pencapaianmu, Mary! Aku dengar kau memenangkan kompetisi menari)

Mary: Yes! thank you, Bobi. It's very kind of you to say that to me. I'm very happy to hear that. (ya! terima kasih, Bobi. Baik sekali kamu mengucapkannya untukku. Aku sangat senang mendengarnya).

Bobi: You're welcome, Rida (sama-sama, Mary).

No	Glossary		No	Glossary	
1.	What's going on?	Ada apa?	4.	Congratulations	Selamat
2.	Graduation	Kelulusan	5.	Achievement	Pencapaian
3.	I'm happy to hear that	Aku senang mendengarnya	6.	It's very kind of you	Kau sangat baik/ baik sekali kamu

I. Assessment

1. Technique of assessment: Listening- test and written-test.

2. Form of instrument: Write the dictated words.

3. Instrument: Attached

4. Scoring guidance: Test item 10.

5. Multiple choice = Correct answer x 10 points

6. Error Correction = Correct answer x 10 points

7. Maximal score = 100

8. Attached:

   a. The score of students:

$$P = \frac{f}{N} \text{ x } 100\%$$
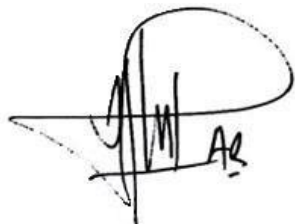
   Where:
   P = Score of the test.

   F = Number of the correct answer.

   N = Number of questions.

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Appendix G: Test Items

Name:

Class:

PRE-TEST

Listen to the text conversation carefully!

Mimi: Hello, Rony.

Rony : Hi Mimi, I've heard a＿＿＿＿＿＿＿＿＿＿＿＿＿＿(1) about you. I heard you got the＿＿＿＿＿＿＿＿＿＿＿＿＿(2) in this test.

Mimi: Yes,＿＿＿＿＿＿＿＿＿＿＿(3).

Rony:＿＿＿＿＿＿＿＿＿(4). It was＿＿＿＿＿＿＿＿＿＿(5) about it.＿＿＿＿＿＿＿＿＿＿＿＿＿(6) on your achievement.

Mimi:＿＿＿＿＿＿＿＿＿(7), Rony. It's＿＿＿＿＿＿＿＿＿＿＿(8).

Rony:＿＿＿＿＿＿＿＿＿＿＿(9), you＿＿＿＿＿＿＿＿it (10).

Answer Key:

1. Good information
2. First rank
3. That's right
4. Good Job
5. Great to hear
6. Congratulations
7. Thank you
8. Nothing at all
9. You are welcome
10. Deserve

Mimi: Hello, Rony.

Rony : Hi Mimi, I've heard a <u>good information</u> about you. I heard you got the <u>first rank</u> in this test.

Mimi: Yes, <u>that's right</u>.

Rony: <u>Good job</u>. It was <u>great to hear</u> about it. <u>Congratulations</u> on your achievement.

Mimi: <u>Thank you</u>, Rony. It's <u>nothing at all</u>.

Rony: <u>You are welcome</u>, you <u>deserve</u> it.

POST-TEST I

Name:

Class:

Listen to the text conversation carefully!

Nindi: Hello Lina!

Lina: Hi Nindi!

Nindi: I heard you won the English Olympiad, is it true?

Lina: Yes, I won the second champion.

Yuni: _____(1), _____(2) on your achievement, Lina!

Nindi: _____(3) to hear that. _____(4), Lina.

Lina: _____(5), I _____(6) to learn more. How about the dance competition, Nindi? Your group was the first champion, wasn't it?

Nindi: Yes, you are right.

Yuni: Wow! _____(7)! I must _____(8) you.

Lina: _____(9), _____(10) to hear that, Nindi.

Nindi: Thanks, guys!

Answer Key:

1.	Good job	6.	Still need
2.	Congratulations	7.	Excellent
3.	I'm very happy	8.	Congratulate
4.	Congratulations	9.	Nice work
5.	Thank you	10.	I'm happy

Nindi: Hello Lina!

Lina: Hi Nindi!

Nindi: I heard you won the English Olympiad, is it true?

Lina: Yes, I won the second champion.

Yuni: <u>Good job</u>, <u>congratulations</u> on your achievement, Lina.

Nindi: <u>I am very happy</u> to hear that. <u>Congratulations</u>, Lina.

Lina: <u>Thank You</u>, I <u>still need</u> to learn more. How about the dance competition, Nindi? Your group was the first champion, wasn't it?

Nindi: Yes, you are right.

Yuni: Wow! <u>Excellent</u>! I must <u>congratulate</u> you.

Lina: <u>Nice work</u>, <u>I'm happy</u> to hear about it, Nindi.

Nindi: Thanks, guys!

POST-TEST II

Name:

Class:

Listen to the text conversation carefully!

Risa : Hello, Karin!

Karin: Hi Ris!

Risa: I heard that you got the best grade in this exam, didn't you?

Karin : Yes, that's right.

Risa :_____(1),_____(2) to you!

Karin :_____(3), Risa.

Risa :_____(4).

Karin: By the way, how about your singing competition 2 days ago?

Risa: I got the third champion.

Karin:_____(5),_____(6) Risa!

Risa: Thank you,_____(7) to hear that, but I_____(8)

to learn more.

Karin: I believe you can get the first place for the next competition.

Risa: I hope so. By the way, today is your birthday, is it right?

Karin: Yes.

Risa:_____(9), Karin.

Karin:_____(10), Risa. I almost forget my birthday.

Answer Key:

1. Well done   6. Congratulations

2. Congratulations   7. I'm happy

3. Thank you   8. Still need

4. You're welcome   9. Happy birthday

5. Good job   10. Thanks

Risa : Hello, Karin!

Karin: Hi Ris!

Risa: I heard that you got the best grade in this exam, didn't you?

Karin : Yes, that's right.

Risa : <u>Well done</u>, <u>congratulations</u> to you!

Karin : <u>Thank you</u>, Risa.

Risa : <u>You're welcome</u>.

Karin: By the way, how about your singing competition 2 days ago?

Risa: I got the third champion.

Karin: <u>Good job</u>, <u>congratulations</u> Risa!

Risa: Thank you, <u>I'm happy</u> to hear that but I <u>still need</u> to learn more.

Karin: I believe you can get the first place for the next competition.

Risa: I hope so. By the way, today is your birthday, is it right?

Karin: Yes.

Risa: <u>Happy Birthday</u>, Karin.

Karin: <u>Thanks</u>, Risa. I almost forget my birthday.

Appendix H: Observation Sheets

OBSERVATION SHEET I

Give mark (√) in column 1,2,3,4 based on the observation to the class!

Focus	Topic	1	2	3	4
The researcher (as the teacher)	• The teacher attracts students' attention				√
	• The teacher gives apperception and overview before teaching material				√
	• The teacher explains learning objective			√	
	• The teacher motivates students to show their best learning			√	
	• The teacher prepares teaching material				√
	• The teacher prepare all of the transcript of the material				√
	• The teacher explain the lesson material			√	
	• The teacher pays attention to all of students			√	
	• The teacher manages the time effectively			√	
The students	• The students pay attention to the teacher's explanation				√
	• The students ask question to the teacher if there is something unclear			√	
	• The students answer the question given by the teacher			√	
	• The students good response to the topic			√	
	• The students participate actively in teaching and learning process			√	
	• All the students do their task			√	
Context	• The classroom can be controlled			√	
	• The classroom is clean			√	
	• The classroom is equipped with teaching aids (blackboard, blackboard eraser, marker, and so on)			√	

Where, the score:

1: poor, 2: fair, 3: Good, 4: Very Good.

OBSERVATION SHEET II

Give mark (√) in column 1,2,3,4 based on the observation to the class!

Focus	Topic	1	2	3	4
The researcher(as the teacher)	• The teacher attracts students" attention				√
	• The teacher gives apperception before teaching the material				√
	• The teacher explains learning objective			√	
	• The teacher motivates students to improve their knowledge			√	
	• The teacher prepares teaching material				√
	• The teacher prepare all of the transcript of the material				√
	• The teacher explain the lesson material more details				√
	• The teacher pays attention to all of students			√	
	• The teacher manages the time effectively				√
The students	• The students pay attention to the teacher's explanation				√
	• The students ask question to the teacher if there is something unclear			√	
	• The students answer the question given by the teacher				√
	• The students good response to the topic				√
	• The students participate actively in teaching and learning process				√
	• All the students do their task				√
Context	• The classroom can be controlled			√	
	• The classroom is clean			√	
	• The classroom is equipped with teaching aids (blackboard, blackboard eraser, marker, and so on)			√	

Where, the score:

1: poor, 2: fair, 3: Good, 4: Very Good.
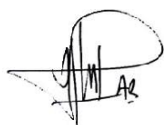
Kisaran,   September 2021

Knowing,

English Teacher of IX-4   Researcher

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Appendix I: Interview Guideline

<div align="center">

INTERVIEW GUIDELINES LIST

</div>

A. Interviewee: English teacher (Before doing implementation of the research)

The Questions:

1. Dapatkah ibu menjelaskan bagaimana proses pembelajaran di kelas yang ibu ampu?

2. Menurut ibu, apakah murid-murid ibu tertarik dengan pelajaran bahasa inggris, khususnya dalam pembelajaran listening?

3. Masalah atau faktor seperti apa yang menjadi kendala ibu saat mengajar bahasa inggris, khususnya dalam pembelajaran listening di kelas?

4. Menurut ibu kesulitan apa saja yang dihadapi murid-murid dalam belajar bahasa inggris, khususnya dalam pembelajaran listening, dan apa yang menjadi penyebabnya?

5. Hal-hal seperti apa biasanya yang membuat murid-murid tertarik untuk belajar bahasa inggris, khususnya dalam pembelajaran listening?

6. Dalam mengajar pembelajaran listening, teknik, strategi, atau metode apa saja yang biasa ibu pakai di kelas?

7. Menurut ibu sendiri seberapa pentingkah listening activity untuk pelajaran bahasa asing (khususnya dalam bahasa inggris)?

8. Apakah ibu pernah menggunakan teknik dikte (dictation technique) saat mengajar di kelas?

9. Menurut ibu, kendala atau masalah apa yang biasanya terjadi saat menggunakan teknik dikte ini?

10. Saya akan menerapkan teknik dikte (dictation technique) dalam pembelajaran listening, menurut ibu apakah teknik yang akan saya gunakan akan berdampak baik untuk peningkatan kemampuan mendengarkan murid-murid?

B. Interviewee: The Students (After doing implementation of the research)

The Questions:

1. Apakah kamu merasa kesulitan selama tes berlangsung?

2. Kesulitan apa yang kamu hadapi selama test berlangsung?

3. Menurut kamu apakah teks yang dibacakan oleh pembicara (speaker) kurang jelas atau mungkin terlalu cepat dibacakan?

4. Apakah kamu merasa senang belajar listening?

5. Menurut kamu apakah belajar listening itu sulit?

6. Apakah kamu mengerti materi yang diajarkan selama proses belajar berlangsung?

7. Apakah ibu/bapak guru yang mengajar bahasa inggris dikelas kamu pernah mengajar dengan teknik dikte dalam proses belajar mengajar bahasa inggris?

8. Biasanya teknik, metode dan strategi atau media apa yang digunakan beliau dalam mengajar bahasa inggris?

9. Menurutmu pembelajaran seperti apa yang bisa membuatmu enjoy (senang, menikmati) dalam belajar bahasa inggris?

10. Apa yang kamu inginkan dari guru bahasa inggrismu sehingga pembelajaran di dalam kelas menjadi lebih menyenangkan dan mudah di pahami?

Appendix J: Calculation of Students' Scores

1. **Mean**

   To know the students' improvement of all the test scores, the formula used was:

   $$M = \frac{\sum fX}{N}$$

   Where,

   M= Mean.

   $\sum fX$= Sum of the multiplication results between the frequency (f) and the
   Value of X.

   N= $\sum f$= Total numbers.

   Or,

   $$\text{Mean (M)} = \frac{\text{Total Score}(\sum fX)}{\text{Total Number (N)}}$$

   The improvement of the students' mean score grew from the first test as the pre-test. In the first test, the students' total score was 1540, and the number of the students who did the test was 32, so the mean of the students' score was:

   $$M = \frac{\sum fX}{N} = \frac{1540}{32} = 48,125 = 48,12.$$

   In the second test (in cycle-I), the students' total score was 2600, and the number of the students who did the test was 32, so the mean of the students' score was:

   $$M = \frac{\sum fX}{N} = \frac{2600}{32} = 81,25$$

   In the third test (in cycle-II), the students' total score was 2910, and the number of the students who did the test was 34, so the mean of the students' score was:

$$M = \frac{\sum fX}{N} = \frac{2910}{32} = 90,9375 = 90,93.$$

2. Percentage

The students' total score was calculated the percentage by applying the formula:

$$P = \frac{f}{N} \text{ x } 100\%$$

Where,

P = Percentage of students who got score 60.

f = The number of students who got score 60.

N = Total number of students who do the test.

The percentage of the improvement of students' listening ability could be seen as follows:

1. Pre-test

$$P = \frac{f}{N} \text{ x } 100\% = \frac{10}{32} \text{ x } 100\% = 31,25\%$$

In the pre-test, the students who got the score 30 were 7 students, score 40 was 10 students, score 50 was 5 students, score 60 was 5 students, score 70 was 2 students, and score 80 was 3 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were 10 students.

2. Post-test I

$$P = \frac{f}{N} \text{ x } 100\% = \frac{32}{32} \text{ x } 100\% = 100\%$$

In the post-test I, the students got varied scores, the students who got the score 60 were 5 students, score 70 was 5 students, score 80 was 9 students, score

90 was 7 students, and score 100 was 6 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were all students. It can be seen that all students passed in this the post-test.

3. Post-test II

$$P = \frac{f}{N} \text{ x } 100\% = \frac{32}{32} \text{ x } 100\% = 100\%$$

In the post-test II, the students got varied scores, the students who got the score 70 were 4 students, score 80 was 4 students, score 90 was 9 students, and score 100 was 15 students. The students who got the score 60 or more were categorized as successful. From the data explained above, the students who got the score 60 or more were all students. It can be seen that all students passed in this the post-test. In post-test II, the students' score has improved. The students who got score 100 more in post-test II than post-test I.

No.	Name of the Students	KKM	Scores		
			Pre-Test	Post-Test I	Post-Test II
1.	Ainun Nadziroh	60	30	60	70
2.	Amsar Deva Manurung	60	30	60	80
3.	Aulia Shintaya Bella	60	60	90	100
4.	Balqis Azzahra Siregar	60	40	80	90
5.	Bastian Ilwan Sains Sihombing	60	50	90	100
6.	Christian Johanes Dawolo	60	40	90	100
7.	Dela Ameliya Lubis	60	30	60	70
8.	Farel Andreas Sinaga	60	40	90	90
9.	Felisa Ratu Kencana Sembiring	60	80	100	100
10.	Helsinky Samosir	60	40	80	90
11.	Imanuel Nababan	60	60	100	100

12.	Julius Sitorus	60	40	90	100
13.	Kayla Amira Ritonga	60	30	70	80
14.	Maulani Putri Br Siregar	60	60	80	100
15.	Nabila Amanda Br Sihombing	60	40	70	90
16.	Nadia Sapphira Aleyyani Sebayang	60	80	100	100
17.	Ningsih Sri Wulandari	60	50	80	100
18.	Putri Agil Maharani	60	50	70	90
19.	Rahayu Angreni	60	40	80	90
20.	Raja Nicodemus Sebayang	60	30	60	80
21.	Revalini Limbong	60	70	90	100
22.	Rivaldy Martua Butar Butar	60	50	80	90
23.	Rizki Fauza Amalia	60	40	80	100
24.	Sal Sabila Alipia	60	40	60	70
25.	Samuel Setia Budi Samosir	60	30	70	70
26.	Suci Chairunnisa Nasution	60	70	100	100
27.	Timotius Sahat Martua Rezeki Pangaribuan	60	60	80	80
28.	Vianca Ovilia Kalasti	60	80	100	100
29.	Visca Razita Putri	60	30	80	90
30.	Wibowo Taro Nugraha	60	50	100	100
31.	Yeremia Marbun	60	40	70	100
32.	Yuda Saputra	60	60	90	90
Total Score		1540		2600	2910
Highest Score		80		60	70
Lowest Score		30		100	100
Average		48,12		81,25	90,93

Table 2. All of the Students' Score in Listening Tests (pre-test, post-test I, and

post-test II)

Appendix K: Documentation