

DICTATION FOR TEACHING LISTENING

(At Eight Grade of Mts Ma'arif Klego)

THESIS



By

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ABSTRAK

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The aim of this research is to find out the use of dictation method can be used in teaching listening process and to know some advantages and disadvantages from this method in eight grade students of MTs Ma'arif Klego in academic year 2016/2017.

The research method is descriptive qualitative. The instruments for collecting data were observation, interview, and questionnaire. The data were about the practice of dictation method in listening class of the eight grade students of MTs Ma'arif Klego in academic year 2016/2017. In analyzing the collected data, the researcher applied steps of qualitative; data covering, data reduction, data display and conclusion. The validity of data used was triangulation technique.

Based on the theory and data that has been collected, the implementation of strategy in teaching listening was maximally. Strategy was used in teaching listening is appropriate with the competency strategies there was in curriculum 13. Teacher strategies in teaching in listening used dictation method that is dictation with oral word, fill in the blank, making conclusion, and dictation can be used in the exercise or repetition. By the strategy used dictation should make the students active, understanding, enjoy and concentration in learning process, moreover, students are helping to reach the objective of learning listening easier. So what, the goals of English lesson especially in listening could be reach the target of learning.

The conclusion of this research is that the teaching listening used dictation method was aimed to make students more attractive, enjoy, comfortable and focus on lesson when the students learning listening. There are some advantages and disadvantages in implementing this method. Those are; the class more active and focus, joyful, and helps to develop students short-term memory. Students lack of vocabulary, and Teacher has to prepare more tools and material.

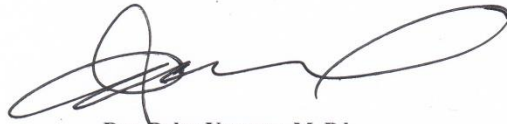
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CHAPTER I

INTRODUCTION

This chapter discusses; background of study, research focus, statement of the problem, objective of the study, significances of the study, research method and organization of the thesis.

A. BACKGROUND OF THE STUDY

Listening is one of four skills that taught in English. It is skill of language. Listening requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.¹

Although it is the first skill which will be learned before the students have mastered the three other skills; speaking, reading, and writing.² The progress in listening will provide a basis for development of other language skills. In language learning, students use listening to begin the process of learning to comprehension and produce language. By listening to the language around them, they are demanded to get the knowledge of speaking and get an introduction to reading and writing.

¹Babita Tyagi, “*Listening : An Important Skill and Its Various Aspects,*” The Criterion: (2013), 1.

²M Rost, *Listening Action Activities for Developing Listening in Language*(London: Practice Hall, 1991), 3

Listening is very important as described above, the teachers have to develop students' listening ability since it is the first stage they learned English. By developing students' ability to listen well, the teachers develop their students' ability to become more independent learners, as the students will be able to reproduce language accurately and refine their understanding of grammar and develop their own vocabulary. The better students improve their listening ability, the better they reach the achievement in listening. Teachers, therefore, should explore a new productive strategy in brightening listening classes in order to encourage students in learning listening skill.

Teaching is a complex of activities, strategies mechanism, invitation, stimuli, and historical plays designed to help learner and to become better learner³. In addition, teaching is an active process of transferring the knowledge of someone who educated more to the learner situation in order to make understand the lesson. The teaching of English has gone through many phases over the year, with various methods being hailed as the solution to improving literacy levels. Some school concentrated on reading other on writing or literature. However, generally the trend had been to promote experimentation and creativity, and to focus less on grammar.⁴

³ Ellie Chambers and Marshall George, *Teaching and Learning English literature* (London: SAGE Publications Ltd, 2006), 40.

⁴ Andrew Goodwyn & Jane Branson, *Teaching English: A Handbook For Primary and Secondary School Teacher*, (London And New York: RoutledgeFalmer, 2005), 25-26.

Moreover, listening comprehension is a complicated operation and we still do not understand well, but it has been shown that are two important processes involved.⁵ The first is bottom-up processing where the listener builds up the sound into words, sentences, and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Dunkel, Mayer, and Joiner argue that some scholars' suggestion that authentic listening may be very frustrating for beginners and listening to material that is beyond the learner's comprehension can be anxiety-producing.⁶

Strategies are efforts to compensate for uncertainties in understanding, and could include making inferences, realizing where misunderstandings have occurred, and asking for clarification.⁷ Strategy in teaching listening is very important to simplify the process of teaching listening. Students understand in learning listening. Moreover, the teacher should use media for teaching in the class to ease teaching and learning processes.

In teaching listening, the teacher can use many techniques to make the students understand about the lesson easily, such as media, asking and answering, etc. We know that there are many kinds of techniques that can be used

⁵Brown, Judi, *Listening Attitude, Principles and Skill*, (Nedham Heights: Allyn & Bacon, 1996), 24.

⁶Hadley, Alice Omaggio, *Teaching Language in Context Second Edition*, (Boston: Heinle & Heinle Publishers is a Division of Wadsworth, 1993), 175

⁷Maley, Alan, *Resource Book for Teacher: Listening Goodith While*, (China: Oxford University Press, 1998), 9.

in teaching learning process. This training for active listening comes into play by technique. One of them is Dictation Technique.

Dictation is one of technique that can be used in teaching listening. In the Longman dictionary of Applied Linguistics, "dictation" is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible.⁸ Davis and Rinvolucri defines that dictation as decoding the sounds of English and recoding them in writing. Dictation can also increase student's ability in mastering foreign language and increasing student's ability in listening skill.⁹

Based on this idea, it is clear that for getting the aim of education a teacher as the transfer of knowledge should have strategy or technique in learning process. By using strategy teaching and learning process will be effective and efficient. According to Merriam Webster's Dictionary, Strategy is method devised for making or doing something or attaining.⁴ Based on it we know that strategy is a way to get that effective result in learning process.

Based on the explanation above the researcher found the the researcher has a big anxiety to know the practice of teaching dictation in listening class,. That is why the researcher want to conduct a research with the title “ **Dictation For**

⁸Semin Kazazoglu. *Dictation as a Language Learning Tool*, Elseiver Ltd., 2012.

⁹Paul Davis and Mario Rinvolucri. 1993. *Dictation- New Methods New Possibilities*. New York: ambridge University Press.

Teaching Listening (Descriptive qualitative research in Eight Grade Students of MTs Ma'arif Klego In Academic Year 2016/2017)".

B. LIMITATION OF THE STUDY

To avoid irregularities in the research, this study only focused on teaching dictation in listening class of the Eight grades students of MTs Ma'arif Klego in academic year 2016/2017.

C. STATEMENT OF THE PROBLEM

In order to get the objective of the study systematically, The researcher present the problems as follow:

1. How dictation can be use in the teaching listening at Eight Grade Students of MTs Ma'arif Klego ?

D. OBJECTIVE OF THE STUDY

1. To know how the dictation can be used in the teaching listening at MTs Ma'arif Klego

E. SIGNIFICANCE OF THE STUDY

The result of observation is expected giving advantage and it is useful for :

1. Teacher

This research is hopefully giving beneficial for English teacher especially in listening class.

2. Student

This research is expected to make students have a good understanding especially in listening lesson.

3. Reader

This research is expected to give a contribution to readers particularly for the English Department students' of IAIN Ponorogo in enriching their reference for the next research.

F. RESEARCH METHOD

Research methods may be understood as all the methods/techniques that are used for conduction of research.¹⁰

1. Research Methodology

This research applies a descriptive qualitative research. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher

¹⁰C. R. Kothari, *Research Methodology Methods and Technique (Second Revised Edition)*, (New Age International Publishers, 2004), 8

has no control over the variables; he can only report what has happened or what is happening.¹¹

In this research, the researcher wants to survey, analyse and describe the practice of character education in teaching listening in Eight Grade Students of MTs Ma'arif Klego deeply.

2. Research's Role

In qualitative research, there are three types of researcher role. They are complete observer, observer as a participant and complete participant.¹²

In this research, the researcher becomes an observer and participant. The researcher gets interaction with the subject's activity in the research location while the researcher collects the data and organizes it specifically. The collected and organized data will be analyzed, interpreted and reported by the researcher as a result.

3. Research Location

The research location is at Eight Grade Students of MTs Ma'arif Klego in academic year 2016/2017.

4. Source of Data

1. Primary Data

The source of data for this research is in form of the information that the researcher got from the subjects. This

¹¹ Ibid, 23.

¹² Norman K. Denzin, *Handbook of Qualitative Research*, (California: SAGE Publication, Inc, 1994), 248.

information related with the use dictation technique in teaching listening at Eight Grade Students of MTs Ma'arif Klego.

2. Secondary Data

Secondary data means data that are already available. They are refer to the data which have already been collected and analysed by someone else.¹³

To support the primary data to make it suitable to answer the statement of the problems, the researcher use documents, books other written sources that related and appropriate with teaching dictation and teaching listening.

5. Technique of Data Collection

1. Observation

In this case, the researcher observed the listening class activity of Eight Grade Students of MTs Ma'arif Klego using video recorder. Here, the researcher wants to know the process of teaching dictation in listening class. The recording has conducted 2 times in different day.

¹³ C. R. Kothari, *Research Methodology Methods and Technique (Second Revised Edition)*, (New Age International Publishers, 2004), 111.

2. Interview

Interview done by arranging the questions and asking the English teacher and the students as the object of research related to the teaching dictation in listening class.

In this research, the researcher Mrs. Eny Qomariah S.Pd, as the English teacher of Eight Grade Students of MTs Ma'arif Klego, and three students that chose by him using interview guide.¹⁴ Here, the researcher wants to know the target of core values that are implemented and the difficulties of teaching listening.

3. Questionnaire

In this step, the researcher gives the questionnaire about the practice of character education in teaching listening to the Eight Grade Students of MTs Ma'arif Klego. The aim of this questionnaire is to know the students' response related to the practice of character education in teaching listening.

6. Technique of Data Analysis

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data,

¹⁴ See Appendix 02, 59

representing data, and making and interpretation of the large meaning of the data.¹⁵

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.¹⁶

1. Data reduction

Data reduction is a stage of summarizing, classifying and focusing on essential; things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about the practice of character education in teaching listening.

In this case, the researcher selecting the data that are accurate. The data that are from interview, observation, and documentation are written by the researcher base on the research problems.

2. Data display

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to

¹⁵John W. Creswell, *Research Design* fourth edition, (USA: Sage Publications, 2014), 183.

¹⁶Matthew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10.

understand. In this step, the researcher clarifies the data and characterizes it into diagram or columns.

3. Verification/ conclusion drawing

In this case, the researcher makes the conclusion that can be in a form of thick description from the selected data, relate and accurate with the research problems. This conclusion is the answer of the research problems.

7. Checking of Validity

To get the valid and credible data, the researcher uses triangulation technique. Triangulation is a kind of technique of control the data readability used the other data to controlling needs or as comparison on the data. There are four triangulations as kind of controlling technique to use a source, method, observe and theory.

In this research, the researcher uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method.¹⁷ In this study, the researcher uses the triangulation technique to investigate data of the practice of character education in teaching listening in fifth grade students of MTs Ma'arif Klego.

¹⁷ Ismayati. *Teaching English in Perspective of Lesson Study*. (Ponorogo: State Islamic College, 2014), 15-16.

8. Research Procedure

There are four procedures for this research:

1. Planning

This procedure includes arranging the research plan, choosing the field of data, the research location, organizing permission, observing, preparing instrument, and something that related with research ethic.

2. Application

- a) Observing the practice of character education in teaching listening.
- b) Collecting the data: the researcher had taken the video of class activities and interviewed the English teacher and three students about the practice of character education in teaching listening.

3. Analysis data

It includes analyzing data, observing the students in practice the character education in teaching listening. Making conclusion and suggestion.

4. Research report

The researcher writes the research report in form of thesis writing about the practice of character education in teaching listening in fifth grade students of Eight Grade Students of MTs Ma'arif Klego.

G. Organization of The Thesis

The researcher has to organize the research as well as the description of research methodology systematically. First chapter is introduction. It consists of background of the study, research focus, statements of the problem, objective of the study, significance of the study, research methodology and organization of the thesis.

The next chapter is theoretical analysis. All the theories which are in the introduction will be explained here. This chapter will explain the character education and teaching listening. This chapter is also captures the previous research finding.

The third chapter is research finding. The research report will be explained here by existing the data description.

The fourth chapter is discussion. It is the elaborated discussion which describe the core values in teaching listening, the way of character education implementation, and problems are faced by the teacher in implementing character education.

The last chapter is conclusion. The researcher will write the conclusion and recommendation based on the research.

BABV

CLOSING

A. Conclusion

Based on the description and analysis of data, some conclusion can be as follow:

1. The result of data collection, the strategy teaching listening used dictation method is fill in the blank in song, strategy dictation it self, making conclusion from audio or sayer, the purpose of use dictation in teaching listening are students interested in learning listening, enjoy and understandable, the implementation of strategies in teaching listening used dictation are:
 - a. The implementation fill in the blank strategy. The students listen to a song from the audio speaker then each student fiil in the blank space a word a paragraf. the passage of the paragraph filled the students according to what the students heard.
 - b. Implementation from dictation use orally, teacher read the listening material by dictated. Then after she repeated 3 times the students should write down the matery.
 - c. Implementationfrompre-listening, it can be done in variety of ways and occurs naturally when listening is part of an integrated skills course and listening task is linked to a previous content-based activity. Second, whilst ListeningAfter the students get some experiences from the previous explanation and some vocabularies addition about the material, the teacher

can teach them through some ways. ketiga, Post-listening In post-listening activities, the teacher and students discuss the text by re-read the text. All of the activities above will serve to improve the students' knowledge and they will need to listen as accurate as possible. This statement is in line with Rost's opinion that the students will motivated to listen and will activate what they know as they listen.

- d. Making conclusion from audio, So students listen to what is heard from the audia or from the teacher until the next student finishes making sentences or paragraphs about what they were hear from the audio or from the teacher before.

Furththemore, by fill in the blank, dictationn it self, making conclusion from audio, are more effective, students enjoy, feel interes and makes comfortable and focus on lesson when the students learning listening.

2. From the some methods always have some advantages and dis advantages. So from the dictation method have some advantages and disadvantages.

1. Advantages from dictation method

These are advantages from the dictation.

- 1) Dictation can help develop all four language skills in an integrative way.
- 2) As students develop their aural comprehension of meaning also of the meaning

- 3) Practice in careful listening to dictation will be useful later on in note taking exercises
- 4) Correcting dictation can lead to oral communication
- 5) Practice in careful listening to dictation will be useful later on in note taking exercises.

2. disadvantages from dictation method

- 1) Students difficult to conclude the content of material given, because of lack of vocabulary.
- 2) Teacher has to prepare more tools and material.

3. Preparation before used dictation method

Prepare appropriate tools or materials such as, audio recorder, LCD projector, lesson plan, material, and others. It aims to achieve learning happily and students understand the material presented by the teacher.

B. Recommendation

Based on the research result of dictation used in teaching listening, the writer objective the following recommendations:

1. For the teacher

Teacher should develop the dictation used in teaching listening. Combaine the way in teaching listening by the using dictation strategy fill in the blank, dictation it self, making paragrap or sentance from audio and etc.

The students felt interest, comfortable and more concentration in learning listening process.

2. The students

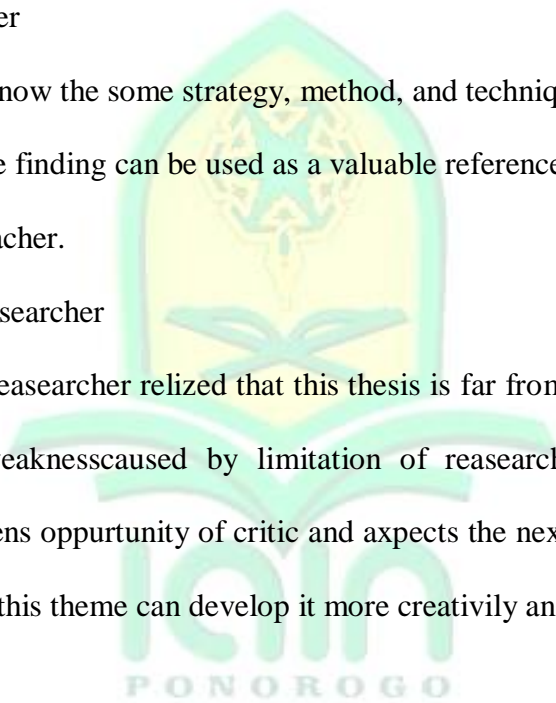
Students should enrich their listening ability, and begin love the English lesson especially listening. To develop their listening ability, so that gets the good value,

3. The researcher

Researcher know the some strategy, method, and technique in teaching listening. The finding can be used as a valuable reference to teaching listening who to be teacher.

4. The future researcher

The researcher realized that this thesis is far from being perfect. There are many weaknesses caused by limitation of research capability. So, the researcher opens opportunity of critic and expects the next researcher who are interested in this theme can develop it more creatively and critically.



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