

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Several assessments from the public suggest that a person's ability to speak is a success in learning English. Even though speaking fluently, pronunciation and grammar do not necessarily indicate success in learning English. Anyone can speak with some degree of confidence. Many people often need to pay more attention to listening ability. Ironically, from elementary school to university, this ability is essential for students to develop themselves. Of course, not only for matters of technical ability but also for the benefit of interpersonal and intrapersonal relations. For this reason, the teacher will face many problems during the teaching process, but the four language skills (listening, reading, speaking, writing) are challenging for English teachers. English teachers are expected to teach the language effectively and patiently train them for skills in the language.

The capacity to decipher and understand the meaning of words is a must for students who wish to develop skills such as these. For students, it isn't easy to understand a language that is not their mother tongue. Students may find it easier to understand Indonesian literature more quickly because it is written in their language (Indonesian). However, they must work harder to understand things in a foreign language. The researcher strongly emphasizes listening abilities because this receptive skill is crucial for enhancing pupils' language proficiency and performance. Listening ability is one of the foundations in the process of learning English. It is a

receptive skill that is conveyed by requiring audio and visual media. Listening is a skill to makes students become good listeners. It is necessary to have any assistance given to students, that plays a crucial part in human existence and is the most useful ability.

One of the English language's abilities is listening. Through listening, students can find the information obtained and can develop what the speaker said. The capacity to hear and correctly perceive what the other person is saying during a conversation is known as listening. According to Brown (Eicha, 2021), listening is an activity that contains information about what has been heard. It means that listening is an ability that students need to have to learn and teach. Understanding and recognizing what other people are saying requires the capacity to listen. Listening can be seen when we can understand and listen to a sound or speech that we hear. According to Hogan et al. (2014), listening skill is the initial skill to understand interaction activities in absorbing information from the other person. According to Mentari (2018), listening is a tactic or method in which pupils take in oral input, hold it in their minds, and then record it in writing. This means that listening requires the listener to distinguish between sounds, absorb vocabulary, understand grammar, and recognize tone and stress.

In learning to listen specifically to conversations, students often need clarification, think about other things, and listen more carefully to what is being said. Once in a while, students just heard only part of the conversation or not all because students cannot focus their minds on the things that the speaker said. One of the issues that frequently arise in listening lessons is students' inability to recognize terms

they already know, new vocabulary, anxiousness, previous knowledge, anxiety, and annoyance, as well as foreign pronunciation, speed of speech, a distraction from the outside environment and foreign pronunciation are among the problems that often occur in listening classes. In addition to these problems, other problems affect the inhibition of students' listening ability, namely the lack of facilities to train students' listening ability and an uninteresting way of teaching listening ability, a common problem students face while learning to listen.

Learning that takes place in life today demands innovative learning, creativity, and entertaining to keep students from becoming bored but the main material must be conveyed. According to Nor (2015), several methods can be used in teaching listening, including answering questions, dictation, rewriting songs, tape recorders, listening or watching videos, listening to the radio, and so on. Teaching techniques help students better comprehend the subject matter in class and apply that information to other aspects, like as speaking, writing, and reading. The researcher's primary focus in this study is dictation technique. The process of recording and transcribing spoken words into written text is known as the dictation technique. Dictation is a language learning technique by writing out what the teacher or classmates say out loud. Words, simple sentences, or short readings are study materials commonly used in dictation techniques.

In Oxford Advanced Learner's Dictionary (1995:190), dictation is defined as having a passage dictated to you. Based on Oller (Melawanti, 2007), Dictation is an activity that involves breaking down the voice stream into smaller chunks, referring back to what was heard, and processing time-limited sequences of language-based

content. So, dictation is a type of exam that puts pupils to the test in terms of their ability to comprehend what is being said and their short-term memory and vocabulary knowledge. To translate these aural codes into writing symbols, the pupils must comprehend the passage's contents and comprehend each word and phrase that is being read.

According to Agustina (2018), dictation should be between 100 and 150 words in length and contain content appropriate for the reading ability of the audience. A dictation text might be chosen from a book at a comparable level or from a subject that the students have already studied or will be studying. Typically, A dictation text shouldn't contain vocabulary that the learners are unfamiliar with. Students can enhance their phonological awareness, phonics, listening, and writing abilities by using dictation. (Chai, 2011). Dictation practice can help students improve their Listening. Students must be able to distinguish between various consonant sounds to spell the words correctly. Example (walk/talk), (mask/mast), (see/she), etc. Students must utilize contextual cues to choose which words to write to fit the context for terms with similar pronunciations. For example, Laura does not like to eat meat (not meat). Dictation is also a helpful tool to develop pupils' note-taking skills. To assist students in taking notes as they listen, teachers may provide them with various graphic organizers that will help students. By listening to dictation, the students not only sit and take in the information but also concentrate on the words they hear and repeat them to themselves.

Based on observation at SMP HKBP Padang Bulan Medan for the first graders, researchers found that many difficulties occurred during the listening test.

The researcher saw that during the listening class, students did not concentrate well, the speed of the speaker's speech made students not understand what the speaker meant, students could not ask the speaker to repeat what was said, did not understand everyday vocabulary, and so on. The mistakes and difficulties experienced by students make the results of the listening practice assignments unsatisfactory. The following table shows the results of student scores.

Table 1.1 The Result of Observation

No	Students Initial	Score of Test
1.	ANG	40
2.	CFS	55
3.	DS	75
4.	FAM	60
5.	GT	55
6.	FAM	70
7.	JH	70
8.	JN	55
9.	MEG	35
10.	MKM	50
11.	NS	40
12.	RA	40
13.	RN	70
14.	RSES	40
15.	SBS	60
16.	AJT	40
17.	DJS	35
18.	ES	40
19.	J	40
20.	JCRS	45
21.	KAP	40

22.	LLG	50
23.	NMP	45
24.	PS	45
25.	R	40
26.	RJ	45
27.	S	45
28.	TT	50
29.	WPS	70
30.	YG	55

Table 1.1 shows the data results from a listening test given to all SMP HKBP Padang Bulan Medan first graders. The graduation standard or Minimum Completeness Criteria (KKM) students must achieve is 70. Based on the KKM score, out of 30 students, 5 pass to reach KKM, and 25 fail to reach KKM. From the scores above, students' listening abilities are categorized as low.

Based on the problems above, the researcher is keen on using dictation techniques. The dictation technique provides opportunities for students to practice and repeat when listening. This research was examined to see the effect of dictation techniques on students' listening comprehension ability in class most students said that Listening is difficult to learn so that it makes them feel they misunderstand what someone said on the topic present, difficulties in knowing the meaning, grammar, the sound that is pronounced in English. Therefore, learning to listen to English is very necessary for students, including first-grade students at SMP HKBP Padang Bulan Medan. In light of the aforementioned justification, the researcher intends to carry out

a study titled "Dictation as a Technique of Improving the Students' Listening Comprehension Ability to the First Graders of SMP HKBP Padang Bulan Medan."

1.2 The Problem of Study

By considering the background of previous researchers, the problem can be formulated as follows: Does the dictation technique have an effect to the students' listening comprehension ability of first graders of SMP HKBP Padang Bulan Medan?

1.3 The Objective of the Study

This research aims to determine whether the use of dictation techniques may affect students' listening comprehension ability to the first graders of SMP HKBP Padang Bulan Medan in connection to the aforementioned issue.

1.4 The Scope of Study

Based on the previous explanation, the researcher limited this research to one topic which is students' listening comprehension through dictation techniques. The researcher chose first graders of SMP HKBP Padang Bulan Medan as the research target school. Researchers also found that many first-grade students still had difficulty listening.

1.5 The Significance of Study

It is hoped that the results of this research will be useful and applicable to learning English. The study's importance may be broken down into the following categories:

1.5.1 Theoretical

This study provides further information about students' listening ability by using the dictation technique.

1.5.2 Practically

1. Students

This study hopes to inspire students to learn English. and encourage to develop their listening ability through the dictation technique because it is easy to follow.

2. Teachers

The study's findings are anticipated to aid educators in developing more effective methods for teaching listening comprehension ability to students.

3. Researchers

The study's findings should serve as a template for future researchers who wish to carry out similar investigations from other angles. They should also advance knowledge and understanding and inform other researchers' efforts to develop their listening comprehension ability.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter offers an explanation of the subject and a survey of the relevant literature. Discuss the following concepts and theories that underlie the subject matter of the research.

2.2 Language

In everyday life, anyone must refrain from using written and spoken language. Everyone will use language in a conscious state of language such as reading, writing, Listening, and speaking. Besides that, human is also known as social being. Humans can not live alone. In carrying out activities, we fellow humans, need other people to complete an activity and interact with others. For the sake of good interaction, it requires a vital communication tool to use. The means of communication is language.

According to Pateda (2011: 7), language is a systemic arrangement of sounds as a tool that replaces the individual in expressing something to the speech partner and finally creates cooperation between speakers and speech partners. This explains that speakers can communicate their thoughts through language in the form of a systematic sound, and the interlocutor can then reply in order to develop effective communication. Based on Devitt & Hanley (2006:1) explain that a message is communicated through language as an expression as a way of interaction in a variety of contexts and activities. The justification provided above leads to the conclusion that language is a system of systematic sounds that serves as a way of

communication, productive, humane, and a tool for social interaction that replaces the individual in saying something or the act of communicating with another person while revealing both the speaker's identity and something to the interlocutor in a social group.

2.2.1 English Language

The term English is a Germanic language that was first used in England in the Early Middle Ages and became well-known and very commonly used throughout the world. Additionally, in several multilingual countries, like India, Singapore, and the Philippines, English is spoken as a second language. The American pop culture, including its music, movies, TV series, and advertising, has a significant impact on English language usage across the world. English is a foreign language that is taught to kids in schools all around the world. It's normal for people from other countries to interact while they're traveling, doing business, or in other contexts. Additionally, English is used in both the scientific and technological fields.

Modern English teaching methods may help students understand foreign cultures better than their own, or even help them internalize foreign cultural norms and principles in everyday life. Rather than mastering the language, some young children may have a firm understanding of another country's culture. Modern English education techniques have probably had the greatest impact on the loss of one's culture, because the next generation does not have a solid knowledge of it. If the next generation chooses to adopt and behave according to the norms and principles of another culture, they will leave important cultural principles and norms behind. To

uphold national identity and fulfill the objectives for national education set forth in Law of the Republic of Indonesia Number 20 of 2003, it seems that a creative approach is needed to improve English teaching in this country. This is because, according to Nieto (2010), culture is inherited and can be learned.

2.3 Listening

This section will help to get a clear point for the readers and the writer. This section explains the definition of listening, the difficulty of listening, the importance of listening, the elements, and the types of Listening.

2.2.1 Definition of Listening

One of the English language's abilities is listening. Listening activities are interconnected with one another. We can find the information obtained by listening and developing the speaker's words. Listening is the first skill that we learn. When we talk, we need to listen first. Listening ability is essential for efficiently absorbing information when conversing with others. The ability to communicate effectively depends on these skills. A good listener may guarantee that we accurately understand information, interpret messages, and increase the effectiveness of our interactions and communications.

According to Brown (Afriyuninda & Oktaviani, 2021), listening is an activity that contains information about what has been heard. This indicates that for pupils to be successful in the teaching and learning process so listening is a crucial ability. Listening is the ability to understand and recognize what is being said by others. Based on Solak (2016), Listening is an active skill in constructing the meaning of

sound streams. The essential skill of speaking is also considered as listening because, with the process of recognizing input at the right stage, any learning can begin. Listening is an action that involves paying attention to the speaker and making an effort to understand what we have heard. According to Saricoban (2017), the capacity to hear what others are saying and comprehend it is known as listening. Listening is included in receptive skills, and productive skills replace receptive skills. The teaching will be more communicative when we have students who can make something. This brings us to the necessity of integrating language skills.

The researcher deduces that from the explanation above listening is an active skill where we have to recognize and also comprehend what others are saying. Listening is the process of interpreting spoken language, and it involves identifying sound discourse and understanding sentence structure or the meaning of certain words that may appear in conversation.

2.2.2 Difficulty in Listening

Learning to listen is a complex skill, but most students disregard it. This truth still holds in the realm of education every year, particularly for pupils in the classroom. Many factors, of course, influence the difficulties in learning to listen faced by students. Several difficulties occur when listening, that is:

1. The speaker conveys information at high speed so that the listener cannot follow what the speaker is saying, and the listener feels that the information that has been conveyed is lost before they know the contents of the information conveyed.

2. When listening to the radio, watching TV, or hearing a live speaker, the listener cannot ask the speaker to repeat what has been said.
3. Do not understand certain English pronunciation
4. Need help understanding everyday vocabulary. Due to this restriction, listeners cannot grasp the material they are hearing and may even become bored.
5. The listener needs to be more aware of the message he hears because he cannot detect and comprehend the signs conveyed by the speaker.
6. Being unable to focus for various causes, such as uninspiring subject matter, physical exhaustion, a loud atmosphere, etc.

2.2.3 The Importance of Listening

The purpose of listening help you naturally comprehend the language and regularly. For many reasons, listening is an essential source of information in a foreign language for learning (Languages & Division, 2012). One reason is that Listening is a process of getting input, and learning can only happen if understood. Based on Joynes (Ratnawati, 2013), In order to listen well, one must focus intently and quickly comprehend what is being said. There are several elements that listeners must consider to improve listening comprehension. The Student can benefit from context, facial expressions, and body movements, for example, to make it simpler for them to decipher what the speaker is trying to say.

2.2.4 Elements of Listening

Good listeners pay attention to what the other person needs at that moment. According to Hillman (2016) said that there are six elements to listening, specifically:

1. Listening with Compassion

Compassionating listening is the most crucial skill if you ask your team to drastically alter how they work. Without emotional investment, transformation is impossible. That investment can be verified by give your staff room to be themselves. This listening technique is also the most popular and challenging to apply since it requires suspending judgment and dealing with your emotions.

2. Listening to Reflect

Everybody thinks and occasionally speaks at Mach speed. You might be asked to assist a team member who is having trouble listening because her thoughts are still being processing. The beauty of reflective listening is that you may reflect to the speaker what you hear her saying to make it clearer. Emotions frequently gain significance via reflection. The speaker's emotions must now be separated from you as the listener. The meaning is what he imposes. You only feedback her words so she can hear their meaning. Unlike compassionate Listening, your level of empathy here is a must that reflects whatever was first offered by the speaker.

3. Listening for Assumptions

It might be exhausting to listen in this way. You have to know every word, in other words. Additionally, it allows you to point out how the speaker's logic might be restricting him from exploring alternative plans or possibilities. If the speaker does not grasp your intentions, he might think you are being judgmental. Listening to assumptions brings us closer and more personal to examine other people's theories and paradigms. As previously stated, this listening style is not without risks. Instead of hearing with compassion or seeking clarification, listening to preconceptions brings you closer to judgment. Though it is possible

that you did not want to come off as judgemental, the speaker could feel challenged or defensive by your choice of theory.

4. Listening as the Contrarian

This listening technique, which might be good or bad news, is the most natural for many of us. The good news is that most of us have been raised to believe that everything is logical. Therefore, we question everything that goes against our sense of rationality. Anything that aligns more tangentially than sequentially will likely face opposition. The benefit of being a contrarian is having the ability to consider alternate perspectives and workable solutions. The bad news is that many of us instantly adopt a contrarian stance, which gives us a terrible reputation. There is a sense that no matter what is stated, regardless of our intentions, we will find something to disagree with and then urge the contrary. Unfortunately, a long-term relationship may suffer if this manner is not restrained. When you listen as the contrarian, you run the greatest danger of appearing uninterested unless your goals are clear. It is important to stress that the speaker must give you permission to listen and object as the contrarian.

5. Listening for Balance

Simply because you can find yourself listening against your preferences alone, listening for balance is a good exercise in balance. If everyone on the team has a particular point of view, you can see how crucial it is to instill this listening technique. To ensure the dialogue is sufficiently balanced, you might occasionally need to step outside your comfort zone and present an alternative viewpoint.

6. Listening to the System

Listening to the System is an invaluable skill and gift for conversation. By listening to the System, we manage even a connection that has not been considered. Systems theory tells us that every event we respond to and every event we anticipate are connected to some more profound force. These forces push each other. We often only realize what is happening after it pops up on our radar screens. Listen to the System it takes big ears and sometimes a fair amount of courage to place things that need to be considered.

2.2.5 Types of Listening

Most students consider listening comprehension to be the most difficult ability to master. Thus, Teachers must devise doable strategies for pupils to improve their listening abilities outside of the classroom. There are two types of listening to Abbot in Ratnawati (2013), that is:

1. Dialogue

This type of Listening is a type of focused conversation. This type is different from regular everyday conversations. Dialogue involves the heart and mind which later have the goal of overcoming problems, increasing understanding, and asking for thoughts or actions.

2. Monologue

When a character talks in a play, movie, or book by themselves without interruption from other characters, it is called a monologue. This speech might be spoken to a specific person, the actor, or the audience. Another variation of this

speech, particularly in books, is the internal monologue, in which a character spends a protracted period of private reflection without interruption by word or movement. A monologue can serve a variety of purposes. It may do so through disclosing the character's thoughts or intentions, advancing the plot, or it may just serve to make the character more likable.

2.2.6 Teaching Listening

Teachers must consider both the peculiarities of children and the pedagogical concept in language education while teaching listening to children as a second or foreign language. The developmental stage of a kid determines how they acquire a foreign language. The application of techniques or exercises referred to as listening strategies aids in understanding and memory of what has been heard. You may group listening strategies according to the methods listeners use to understand information. However, in English language learning, teaching listening ability has long been neglected. One of the responsibilities of English instructors is to offer listening lessons to improve their pupils' English ability to listen. For a variety of reasons, listening is an ability that frequently gets overlooked.

Linse (2005) believes that the development of other language talents depends on the improvement of listening ability. However, We must remember that listening comprehension exercises require good preparation and have definite objectives. Ur (1996) the notion of a pre-set activity should include a listening objective. The ability to listen carefully for important information is made possible by the determination of a purpose (a specified aim, as in the "wake up" example). Giving pupils some idea of

what they will learn and what they will be required to do with it can encourage and motivate them to finish the assignment effectively.

2.3 Dictation

Dictation can help students feel at ease while studying and encourage them to participate actively in both teach and learn (Agustiani & Yulia, 2018). Nurdianingsih & Rahmawati (2018) additionally, it says that because dictation is an entertaining method that aids in learning, it might help pupils get over their boredom.

2.3.1 Definition of Dictation

Learning that takes place at this time requires teachers to provide creative and fun learning so that students feel energized and energized but the primary material must be conveyed. In this case, it is necessary to implement the dictation testing method. Dictation practice can assist students in improving their listening comprehension. Dictation is a practice that improves pupils' phonetic knowledge, listening comprehension, and writing abilities, claims Chai (2011). Dictation is valued as a language-focused teaching and learning method (Nation, 2009). The most popular benefits include: dictation can assist pupils in identifying and correcting grammatical faults it guarantees careful listening and training students to discern between sounds and it also helps in knowing punctuation and developing listening ability. Grammar and vocabulary can be learned using dictation as a model for learning English phonetics. Agustina (2018) recommends that a the length and subject matter of the dictation text should be between 100 and 150 words. The topics for the dictation exam might be chosen from books at a similar level or from material

that the students have already studied or will be studying. Typically, pupils' unfamiliar terminology shouldn't be used in dictation manuscripts.

According to Kazazoğlu (2013), Dictation is one technique that is frequently used to enhance listening abilities. Dictation is also an effective teaching tool for honing linguistic skills. On the nature of linguistic performance, learners may receive immediate feedback. They can rate the results against the original text. Students may appreciate dictation if it is skillfully integrated into the rest of the session. In addition, and to concentrate on those components. Dictation encourages the integration of all four language skills and short-term memory. Therefore, dictation must be given more attention for its own sake and as a basis for understanding the language as a whole.

From the explanation above, the researcher can state that dictation is one of the most effective and focused teaching methods in language. Dictation is also an activity in reading a reading text in a clear voice to students. Then, students are expected to copy a phrase, word, clause, or sentence and also understand the contents of the text read and the punctuation and spelling they have heard.

2.3.2 Types of Dictation

Identifying the various dictation techniques used as a test tool is preferable if the instructor views the supplied materials. The instructor, acting as the examiner, must be informed of the precise points to be achieved in utilizing each test in order to prepare for the sort of dictation to be utilized. A testing strategy that has several applications is dictation. According to Cen et al. (2019), there are five different sorts of dictation techniques that are applied in various testing methods that is:

1. Standard Dictation

The most well-known type of dictation is the standard dictation. The contents must be written verbally as the material is spoken by the teacher or as heard on a recording. Materials should be presented in sufficiently long sequences and at an average conversational pace to challenge students' short-term memory.

2. Partial Dictation

This type of dictation is related to the standard dictation type. For this type of dictation, a written copy of the paper or the spoken version is supplied to the pupils. There are omitted passages that are included in the written version. Then, students are expected to hear what has been heard and adjust the missing text or words from the material that has been heard in the written version.

3. Dictation with Competing Noise

Dictation of this type can be difficult because on the delivery of material, there are sounds that make noise during the dictation process—for example trying a conversation in a public place like an airport. This situation generates high-volume levels of competing noise.

4. Dicto-Comp

In this type of dictation combines dictation techniques and compositional dictation. At this stage, the teacher reads the entire material to students three repetitions. When the teacher delivers the material three times, students are expected to focus on listening and not doing other activities. After the teacher has finished reading three repetitions, students are asked to recall the material entirely and accurately reproduce it in writing.

5. Elicited Imitation

This type of elicited imitation dictation is different from the previous types of dictation. In this case, students listen to the entire material, and then students are asked to retell what they have heard, not being asked to rewrite it. Whether or not the dictation test is successfully delivered will depend on whether the classroom atmosphere is noisy or not. Before administering the dictation test, teachers must seriously assess the preparation of the pupils in order to ensure the test's success. Before carrying out the dictation test, With the strong hope that students would pass the exam, the instructor must carefully assess the readiness of the pupils to take it.

2.3.3 The Advantages of Using Dictation Technique

In contrast to writing essays, dictations are accurate or incorrect, making them an exercise for new teachers and a chance for pupils to assess their progress, which might be considered to be too open-ended. There are some advantages, according to Montalvan in Sulistyanto (2015) :

1. Students can make corrections.
2. All pupils participated in the dictation.
3. Any degree of dictation can be produced.
4. Dictation inspires kids when they do well.
5. Dictation is a great practice activity for review.
6. Dictation is challenging and psychologically potent.
7. Dictation correction can result in spoken communication.

8. Dictation can be developed for groups with diverse skill levels.
9. Dictation can aid in the development of all four language abilities.
10. No matter how big the class is, dictation keeps everyone's attention.
11. Speaking aloud trains your subconscious to think in a new language.
12. Dictation can be managed quite effectively by an inexperienced teacher.
13. The teacher can move while dictating while providing individualized attention.
14. According to research, learning to record what you hear helps promote literacy development.
15. Dictation activities, for instance, can bind classrooms together during those crucial opening minutes.
16. Students acquire grammar in their aural, understanding they will understand the relationships between language segments, and they will also learn to know grammar.
17. Dictations assist in short-term memory development. Before putting down essential words or whole sentences, students practice defending them.
18. Getting good at attentive Listening can help you later when you have to take notes.
19. Dictation sections can and should be fully prepared in advance (it can also be recorded).
20. Through techniques like dicto-comp or subject introduction, dictation may make interesting material accessible.
21. Dictations assist in short-term memory development. Before putting down important words or whole sentences, students practice defending them.

2.3.4 Procedure of Dictation Technique

This research has two procedures in giving dictation techniques to students. First, in front of the class, the instructor reads the material out loud and the second uses tools such as laptops and speakers. Both of these methods are required to repeat the material three times overall. First, giving the dictation technique is done at an average speed. Second, provide dictation techniques by pausing between groups of words so that students can later rewrite what they have heard. Third, by using average speed again students can look back at the results of the answers they have heard.

Before carrying out the above activities, the teacher should also make preparations before giving dictation techniques to students. There are several requirements that teachers must follow, that is:

1. The teacher prepares or selects materials to be dictated according to the class level of the students.
2. The words used in the dictation should be simple words.
3. Dictated words should be easy to teach to students.
4. The teacher can utilize a recording device or materials from the available books to present the test..

2.4 Previous Study

In writing this research, several relevant previous studies can be used as comparisons. Relevant research in this study includes:

1. Agustina (2018) The Effect of Using Educational Multimedia in Dictation on Students' Listening Comprehension. The study's main goal was to look into how students responded to dictation utilizing educational multimedia. This quasi-

experimental research included 2 class The study's sample consisted of 52 individuals from a total population of 175 persons. The results of the study show that both the experimental and control groups' listening comprehension abilities increased. However, the experimental class outperformed the control class by a wide margin. In the experimental class, listening comprehension improved by 43.2% but only by 11.5% in the control group. The difference from this study is that the sample used in this study is different from previous research and the theory used is also different.

2. Nurdianingsih & Rahmawati (2018). Running Dictation as an Effective Technique on the Teaching Writing Skill. This study aims to determine whether running dictation as a teaching tool for writing ability could be successful. This study's technique was an experimental research design. The method of gathering data involves assessing pupils' writing proficiency. This study used the running dictation approach to compare the pre and post-treatment. The application of the running dictation approach can enhance students' writing, memorization, cooperative group communication, and, of course, creativity during the teaching and learning process. The difference between these two studies is that in the previous study, the researcher did not only use dictation but added running dictation while in my research, the focus was on dictation techniques. Previous research focused on students' writing skills while my research focused on improving students' listening skills.
3. Pardosi (2018) Improving Student's Listening Ability with Top Down and Bottom Up Strategies. It was discovered that the author conducted classroom

action research by reading dictation texts, listening to English songs, and witnessing teaching and learning processes. The author employs both bottom-up and top-down tactics to help pupils develop their listening abilities. The Student's score improved with each exam as a consequence of the method used throughout the dictation and listening song assessments. The average result on the pre-test was 60,33. The mean score in the cycle 1 post-test was 63,33. According to the research, it was discovered that top-down and bottom-up tactics can enhance students' listening skills. The key distinction between my work and the prior research is that I employed a quantitative experimental research methodology, whereas the prior research made use of Classroom Action Research (CAR). Additionally, these two research employed several methods to enhance pupils' listening abilities. The contribution of previous research to this research is as a reference in finding theories because they raise the same topic. The form of the questions used in previous research with my research is of the fill-in-the-blank type.

4. Agustiani & Yulia (2020). Running Dictation Technique and Learning Motivation: Their Effects on Students' Listening Comprehension Achievement. The purpose of this study was to examine how running dictation affected students' listening achievement in relation to their learning motivation. The 2 x 2 factorial design was used in this experimental investigation. Based on their passion for learning, 50 participants in the English Education Study Program randomly selected and divided into two equal groups. There was a substantial difference in results between the experimental and control groups, and running dictation

considerably improved students' listening comprehension ratings (p 0.000). The Anova result, however, revealed no evidence of an interaction between learning motivation and approaches and their success in listening comprehension ($=0.867$). The difference between these two studies is that in the previous study the researcher did not only use dictation but added running dictation, while in my research, the focus was on dictation techniques.

5. Anisa (2022) *The Influence of Dictation Strategy in Improving Listening Skills*.

The findings of the researchers' observations of pupils who still had significant hearing issues served as the inspiration for this study's execution. Due to Indonesian students' status as foreign students, pupils still struggle with English. The goal of this study is to determine how dictation technique affects teaching listening to senior high school students as well as the benefits of using dictation method in listening instruction. Survey research methodology is employed in this study. Students at SMA Swasta Assisi made up the study's population. Thus, the XI Social 1 pupils of SMA Swasta Assisi served as the sample. Through questionnaires that researchers gave out to students, the findings of this study were revealed. Pupils responded to the poll depending on how they thought dictation should be used. According to the study's findings, dictation may impair pupils' capacity for hearing.

6. Saragih (2022), in her thesis entitled *The Use of Dictation Strategy to Teach*

Listening Skill, found that students can develop their listening skills, with the help of the dictation. The goal of this study is to look into the use of the dictation method while instructing children in listening. In order to give information and

facts concerning the dictation method in listening instruction, the researcher adopted a qualitative approach for this study. Data for the study were assembled by the researcher via library research. In order to do research, a range of materials must be gathered, including books, journals, articles, other works of literature, and scientific publications. research using the library's resources. This prior study and my research are different in that my research I used a quantitative experimental research method, while this previous study used a qualitative approach using a descriptive method. The contribution of previous research to this research is as a reference in finding theories because they raise the same topic. The goal of this study is with previous research is the same to determine students' listening skills.

7. Kazazoğlu (2013) Dictation as a language learning tool. In this previous study, the researcher conducted this research to compare students' listening skills using two methods. The first way is done where the teacher leads the dictation and the second way is by using recorded audio. In this study, it was found that dictation can be used to check for grammatical problems. According to the results, there were 244 more word errors in the taped dictation than there were in the teacher-led dictation (n=125). Additionally, it has been noted that dictation is impacted by the text's length. In this research, the while word errors were more than doubled in shorter texts, pupils demonstrated significant achievement in longer texts. The contribution between this research and previous research is that they both use dictation techniques to measure students' listening skills. The type of listening practice text given by students uses fill in the blank.

2.5 Conceptual Framework

Language is one of the most crucial aspects of communication. To communicate with each other the language used. The result of this communication is the existence of an information or message conveyed and certainly to be heard. One of the four English ability is listening. This skill is very important to learn. However, this skill can be declared difficult because students find it difficult to understand what students hear. Many factors influence this. For this reason, the author uses dictation techniques to train students' initial hearing. This study's objective was to ascertain whether the dictation test technique had an effect on improving the listening ability of first graders of SMP HKBP Padang Bulan Medan.

In this research, the first thing the researcher will make observations to find out the listening ability to first graders of SMP HKBP Padang Bulan Medan. Then the researcher discussed dictation techniques have effect to students' listening comprehension ability. For the sake of this activity, the researcher uses a research method that is of the quantitative research type. To find out the results of this study whether there is influence in students' listening comprehension ability, it is necessary to carry out an activity using of pre-test, post-test and treatment in certain classes. Then the researcher analyzes the data and gets the results of a research conducted.

The conceptual of framework of this research was illustrated as follows :

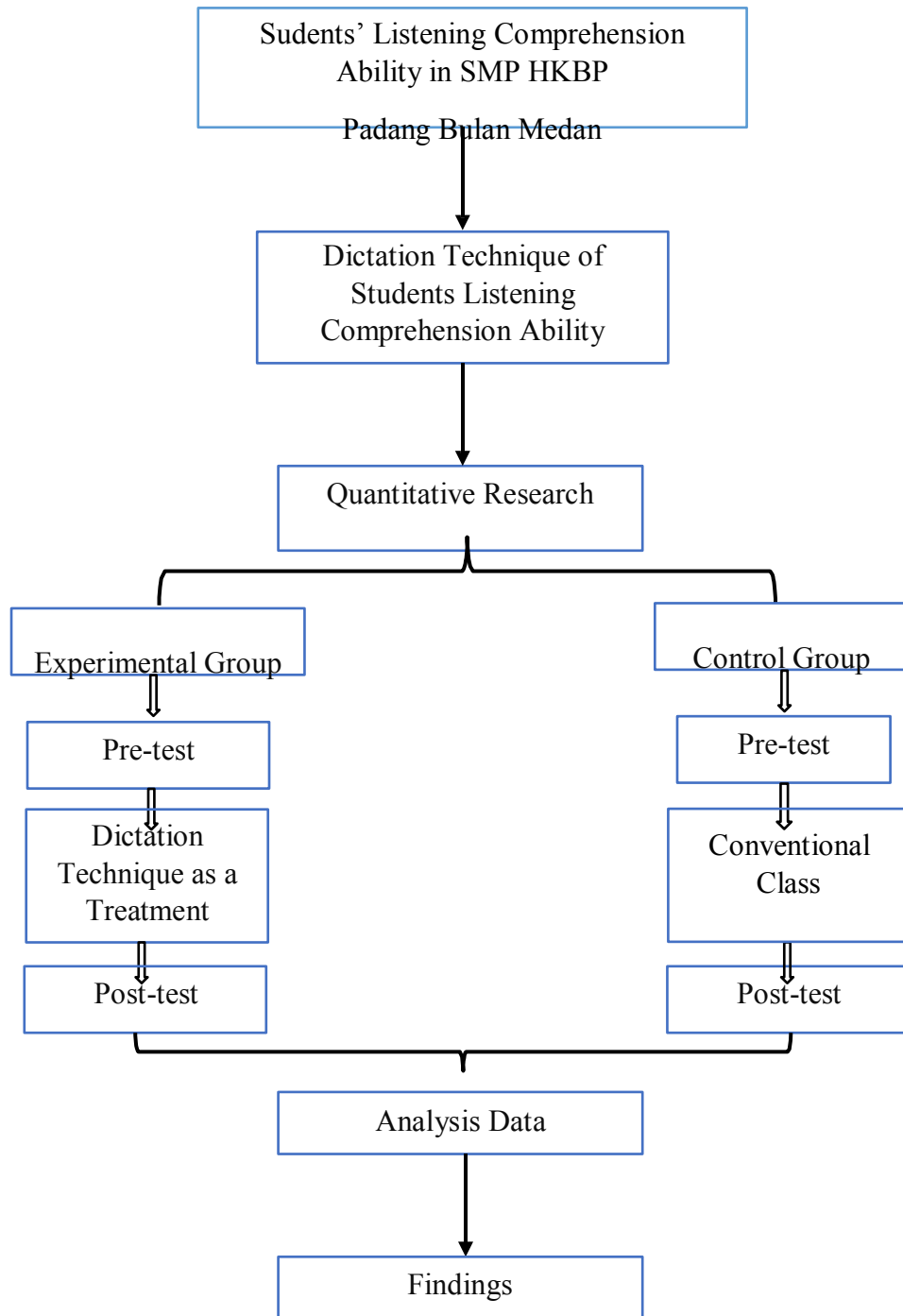


Fig. 3.1 Conceptual Framework

CHAPTER III
RESEARCH METHOD

3.1 Research Design

Research design is a scientific way to obtain research data with a specific purpose. The aim of the research design is to provide a structure for research work that is appropriate to the research. The decision that was made regarding the research approach is very important because it affects how relevant the information collected for research. This study employed quantitative experimental research. Cash et al., (2016) suggests that experimental design was a common way to conduct research with active independent variables. Researchers involved two classes in this research to determine the effect of using the dictation technique on students' listening ability before and after the treatment. The control group was in the second class, whereas the experimental group was in the first. While the control group did not get this type of instruction or treatment, the experimental group did. Before being given treatment, students was given a pre-test to know the extent of students' listening ability. After got the pre-test, students received the treatment given or delivered by the teacher. After the experimental group received the treatment, the students took the post-test. The layout looks like this:

Table 3.1 The Design of the Study

Group	Pre-Test	Treatment	Post-Test
Experimental		Using Dictation Technique	
Control		Without Dictation Technique	

3.2 Population and Sample

In this study the researcher determined the population and sample. The study's sample and population are as follows :

3.2.1 Population

All individuals or objects that someone wants to understand can call a population (Rahi, 2017). A population can be defined as a group of individuals or objects drawn by one or more characteristics. Population was also a whole of characteristics or units measurement results which become the object/subject in the study. In this case, the researcher used involved first grade students of SMP HKBP Padang Bulan Medan. There are 2 classes in class namely VII-A and VII-B. Total number of students is 30 students.

3.2.2 Sample

Sample referred to a subset of the population selected to represent the entire population used as material for analysis. Part of this population was used for research. According to Sugiyono (2017), jenuh sampling is the method of sampling utilized in this investigation. The jenuh sampling method involves selecting samples from the whole population. When the population was quite small less than 30 people jenuh sampling was frequently used. So the sample in this study was the entire population. The total number of students in the first graders of SMP HKBP Padang Bulan Medan is 30 students. The 30 students involved 2 classes with 15 students in class VII-A and 15 students in class VII-B each. The researcher will take class VII-A as an experimental group and VII-B as a control group.

3.3 Instrument for Collecting Data

The hearing test was utilized as a study tool by the researcher to gather data. The researcher gave the students dictation from the teacher, asking them to fill in the blanks and providing the answers to the questions. This assessment determined whether or not students had understood what students had heard. In the pre-test and post-test sections, the researcher used a hearing test. Prior to receiving the therapy, the pre-test was used to ascertain the students' initial level of listening comprehension ability. The post-test, which employs dictation techniques, may evaluate the impact and efficacy of the treatment.

3.4 The Procedure of the Research

In carrying out the exercises of test, there was three stages in conducting experimental research, that was first is pre-test, second is treatment and third is post test.

3.4.1 Pre-Test

Pre-test was a test done ahead of treatment. Before students received any type of treatment, the pre-test was used to gauge the level of their listening ability. In this test the researcher created and gave 20 questions to students to fill in the blanks. Then students listened carefully and thoroughly and fill in the answers according to the instructions.

3.4.2 Treatment

After the pre-test was given to students, it was continued with treatment activities. The experimental group was treated using dictation techniques, as opposed

to the control group, which got formal teaching. At this stage, 2 meetings were held. In each meeting, the researcher used the same procedure. The steps for carrying out the treatment in the experimental group can be shown below:

Table 3.4 Treatment of Experimental Group

Activities	Teacher Activities	Student Activities
First Day and Second Day	<ol style="list-style-type: none"> 1. Give a greeting to all of students. 2. Give and explain the material. 3. The researcher gives assignment papers to students in the form of listening assignments which contain incomplete dialogue scripts according to the audio. 4. At normal speed, the teacher will play the audio for the first audio. 5. The teacher then repeats the dictation at a slightly slower pace. 6. The teacher then reads the dictation three times at normal speaking speed again and arranges it according to intonation and punctuation. 7. The teacher instructs the pupils to halt after finishing the dictation and gives them a minute or two for final correction. They should then pull out the dictation's source material and self-correct their transcription.. 	<ol style="list-style-type: none"> 1. Students response greeting. 2. Students pay attention to the material presented. 3. After being given the question sheet, students are given the opportunity to skim before the listening test begins. 4. Students pay attention to the rules of work on this test. 5. Students start listening to the reading of the first and second text and students start writing what they hear. 6. Students check the results of their answers carefully and make the last changes.

3.4.3 Post Test

In order to assess the influence of the treatment by contrasting the results of the pre-test and post-test, the researcher administers a post-test that is comparable to the

pre-test with the goal of determining the effect in students' listening comprehension ability. The researcher in this instance requested that the students complete a listening comprehension ability exam. Students had to listen carefully and accurately to a discourse throughout this test. While listening, students answer to fill in the blanks of the dialogue text to complete the dialogue made by the researcher and then recheck the answers that have been filled in again.

3.5 Technique of Collecting Data

In collecting data have important rules and carry out any research for the research results to be valid. The researcher prepare fill in the blank test consisting of 20 questions. The reason for choosing the test is because it is easier to answer. The following formula is applied:

$$- \times 100$$

Where :

S = score

R = the number of the right response

N = total number of students

Table 3.5 The Criteria of Student Score

Presentase of Scores	Criteria of Scores
81-100	Brilliant
61-80	Great
41-60	Fair
21-40	Poor
10-20	Bad

3.6 Validity and Reliability

Every measurement device must take into account two crucial qualities. They are dependability and validity. The efficiency of any data collection technique depends on the attributes of validity and reliability.

3.6.1 Validity of the Test

The validity of a test is the amount to which it measure what it is designed to measure according to J. B. Heaton in (Furwana, 2019) if the results on the relevant item match or align with the overall score, a test can be considered to have high validity or can be deemed valid. In statistical language: The item score and the overall score have a very strong positive association. Item score was used as the independent variable in this case, while total score was used as the dependent variable. Thus, correlation approaches can be utilized as an analytical method to determine whether the points that desire to know validity were valid or not. Utilizing the formula and the product moment correlation approach, the validity of the test is determined.:

$$\sqrt{\frac{\sum X_i Y_i - \frac{\sum X_i \sum Y_i}{n}}{\sqrt{(\sum X_i^2 - \frac{(\sum X_i)^2}{n})(\sum Y_i^2 - \frac{(\sum Y_i)^2}{n})}}}$$

Where:

- = correlation coefficient
- = number of samples
- = number of item score
- = total score sum
- = sum of multiplication of X_i and Y_i

3.6.2 Reliability of the Test

The consistency of the result is what defines reliability. Reliability is a situation where the concepts and methods of measurement are the same (Ahmed, 2021). If the test can demonstrate a successful outcome, it is considered dependable. The greater the test's reliability, the more confidence there is in the results once the exam has been administered. to ensure the consistency and reliability of the measurements. Consistency in measuring is referred to as reliability. It is a required but not sufficient requirement for validity that a source is reliable, consistent, and dependable. The researcher will utilize to determine the test's validity and reliability (Sürücü & Maslakçi, 2020) formula (KR21) as follows:

$$\left(\frac{\sum (T_i - M)^2}{n} \right) \frac{1}{S^2}$$

Where :

KR₂₁ = The reliability of the test

n = The number of the test items

M = The mean score

S = Standard deviation of the test score

3.6 Technique for Analyzing Data

The data analysis process was carried out during the research. Data analysis method is a method for processing findings data into research. The findings of comparing the pre-test and post-test scores may be used to analyze learning assessment. Obtaining the results of the pretest and posttest was carried out in several stages. The initial stage is the pre-test activity, and the final stage is the post-test activity. After the trials took place it was clear that they were used, and the data were

obtained by the research methods and techniques that had been selected. As for the draft data analysis of pre-test and post-test values as follows.

1. Determining Mean of X1 with formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

Where :

- $\sum X_1$: The score of pre-test and post test experimental group
- M_1 : Mean of pre-test and post-test experimental group
- N_1 : Total of students of experimental group

2. Determining Mean of X2 with formula:

$$M_2 = \frac{\sum X_2}{N_2}$$

Where :

- $\sum X_2$: The score of pre-test and post test control group
- M_2 : Mean of pre-test and post-test control group
- N_2 : Total of students of control group

3. After got the data from pre-test and post-test, the researcher used statistical calculations of the t-test formula with a degree of significance to assess the data after obtaining it from the pre-test and post-test. The formula is as follow procedure

is as follows :

$$t = \frac{\sum (X_1 - X_2)^2}{N_1 + N_2}$$

Where :

- M_1 = The average score of experimental group
- M_2 = The average score of control group
- t = Significant value (t-test)
- $\sum X_1^2$ = Sum the square difference of experimental group

$\sum X_2^2$ = Sum the square difference of control group

N_1 = Total of students experimental group

N_2 = Total of students control group

3.7 Testing Hypothesis

Hypothesis is statements that predict how variables are related to one another. The temporary answer to the formulation of the problem is called a hypothesis. Because it is still temporary, it needs to be verified through empirical data collected. Researcher used two hypotheses based on the background of the problems above, that is the alternative hypothesis (H_a) and the null hypothesis (H_o).

H_a : there is a significant influence of dictation techniques of improving the students' listening ability of first graders of SMP HKBP Padang Bulan Medan.

H_o : there is no significant effect of dictation techniques of improving the students' listening ability of first graders of SMP HKBP Padang Bulan Medan.