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USING DICTATION METHOD IN TEACHING ENGLISH LISTENING SKILL AT SEVENTH GRADE STUDENTS OF MTS 1 PAB HELVETIA

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Abstract

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

Keywords: Dictation Method, Listening Skill

INTRODUCTION

The objective of teaching listening for Junior High School is that the students are expected to be able to listen the language skill. In syllabus SMP/MTs of curriculum 2013 Teaching English listening aims to the potential of students to develop orally communicative competence through in the text interpersonal, transactional, and functional text using a variety of texts spoken and written English. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, as

well as impart it noble values of national character, in the context of life in the environment at home, school, and society.

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

In teaching listening, the teacher can use many methods to make the students more understand about the lesson easily, particularly in listening skill. We know that, there are so many kinds of methods that can be used in teaching learning process. This training for active listening comes into play by method. One of them is Dictation Method.

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

METHOD

This research was conducted by using quantitative research method with experimental method. There are many kinds of experimental research method, such as pre-experimental, true experimental, factorial design and quasi experimental. The researcher choose a quasi- experimental method in this research because it is not assigned randomly. This researcher divided into two group, the first class function as experimental group that treated students' listening skill taught by using Dictation Method and the second class was control group treated without using Dictation Method.

Table 1 Research Method in Experimental Class and Control Class

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

RESULT AND DISCUSSION

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

HYPOTHESIS TESTING

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

Based on finding in calculations the $t_{count} = 2,45$ after t_{count} is obtained It is known, then the value is consulted at the significance level $\alpha = 0.05$ and $n = 30$, obtained $t_{table} = 2.045$. Thus it can be concluded that $t_{count} > t_{table}$ is $2,45 > 2,045$, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This proves that there is a difference in value between the experimental and control classes. Based on the calculation of the difference between the mean value of the experimental class, which is 73,16 and the control class, which is 65.

DISCUSSION

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

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

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

CONCLUSION

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

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