



**DICTION AS A TESTING TECHNIQUE IN MEASURING  
THE STUDENTS' LISTENING MASTERY  
(A Case Study of the Fifth Grade Students of SD Negeri Wonorejo  
01 Karanganyar Demak in the Academic Year of 2006/2007)**

**A Final Project**

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by

**IKA RATNA MELAWANTI**

**2201402011**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
SEMARANG STATE UNIVERSITY**

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## PERNYATAAN

Dengan ini saya:

Nama : Ika Ratna Melawanti  
NIM : 2201402011  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/*final project* yang berjudul:

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 11 April 2007  
Yang membuat pernyataan

Ika Ratna Melawanti

Verily, with every difficulty, there is relief. (Q.S. Al Insyirah: 6)

Sometimes on the way to our dreams, we get lost and find an even better one!

(Unknown)

To:

My beloved parents, brother and sister

My cheerful friends “Ulet-ulet daun” in Daun Cost

All of my friends in English Department 02’

## ABSTRACT

The purpose of my study is to find out the students' mastery of listening using dictation as a testing technique.

To achieve the objectives of the study, I conducted descriptive research design. I did two activities: library activity and field activity. In the library activity, I explored some reference books that were related to dictation, test, listening, the elementary school students, and research. While in field activity, I gave the students a dictation test. The population of this study was the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak in the academic year of 2006/2007. There were 36 students; 12 boys and 14 girls.

Before conducting the investigation, I tried-out the instrument to 21 students of SD Negeri Bandungrejo 03 Karanganyar Demak in order to know the validity and reliability of the instrument. From the results of the try-out, it shows that the instrument in this study has good reliability.

In analyzing the data, I used a descriptive qualitative and a simple quantitative measurement to find the result. The results of the dictation test showed the mean is 73.26 which equals to 73.26% and the percentage of the students' mastery in listening is 16.67% outstanding level, 16.67% very good level, 22.22% satisfactory level, 22.22% very weak level, and 22.22% fail level. The results of statistical analysis show that 26 students got 65 above while only 10 got below 64. It meant that the majority of the students have already mastered listening material given. Based on this, it could be concluded that the students' mastery in listening met the criteria of Basic Course Outline (GBPP) standard and according to Tinambunan (1988) it was classified into below average.

Based on the results above, it can be said that dictation can be used as a test instrument of listening mastery of the fifth grade students of elementary school. I concluded that dictation is very useful for the teacher as a test instrument to check the students' progress and motivates the students in learning the listening material given. It is suggested that the teacher should give more chances to the students to have listening practices from the book as well as other sources of listening materials that can improve and enhance their listening ability. So that they have good proficiency in this skill, not only in perceiving the contents of the passage and recognizing all the words and phrases being read but also understanding written English.

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# CHAPTER I

## INTRODUCTION

### 1.1 General Background of the Study

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to others' people such as when they need others help so that close relation among members of the group can be carried out (Ramelan, 1993: 8). Ramelan further states that "the use of language enables the members of a social group to cooperate with one another for their own benefit."

It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education, etc.

In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. In elementary school, English has been taught as a local content. Since The Basic Course Outlines of the 2004 Curriculum states that the objective of learning English at elementary school as a local content is to develop students' communication ability in the context of school (2004: 7). It means that the students are expected to be able to make simple transactional and interpersonal conversation which is potentially needed to communicate in the context of school. Here, the teacher plays important role since he has to be able to set students interest and motivation in learning English in order to develop students' ability to

communicate using all the resources they have already acquired to interact with others about their needs and interest.

In this study, I will focus on teaching listening in elementary school considering that in learning language listening is the skill that children acquire first. Listening is important to support learning English especially in enriching vocabulary and gaining a large portion of their education. Therefore I consider that listening can be taught at elementary schools.

There is no doubt that elementary students face some difficulties in learning English because learning English as a second language is something new for them, and it is different from learning their native language. Some of the students think that English is difficult and some of them are curious and like to learn English. The way in encouraging children to become accustomed to learn English is by giving them listening material occasionally, in order to make the children familiar with the language by listening its word and sentences.

In fact, listening is seldom taught in primary school. Although it is the first skill which will be learned before the students have mastered the three other skills; speaking, reading, and writing. Rost (1991: 3) states that progress in listening will provide a basis for development of other language skills. In learning language, students use listening to begin the process of learning to comprehend 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.

Due to the importance of listening as explained 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. They should create interesting and entertaining materials to motivate the students' active responds in doing listening exercise. After the teaching and learning process and all the materials are given to the students, there is an expectation that students will make a progress in their study. To know whether the students make some progress in their study, it is useful for teacher to conduct a test or an examination at the end of a program. So the students will be motivated to learn and master the materials which have been taught by the teacher.

In this research, I suggest to the teachers to choose appropriate testing techniques of listening in order to encourage students in learning English. The teachers should carefully select the testing techniques so that the students are not beyond the students' level of proficiency. One of listening tests which is suitable for measuring students' achievement in mastering listening material is dictation. I assume that dictation is close related to listening activity and the further application is that it can be used as a testing device as well. Dictation is one kind

of testing techniques that can be prepared for any level. By using dictation, the teacher can realize the weakness of the students in comprehending the language as well as the weaknesses of the previous teaching method.

Since dictation is used to check the ability of the students in understanding the foreign language phenomenon, the teacher hopes that within a short time he can check whether the teaching aims have been satisfactorily fulfilled or not.

## **1.2 Reasons for Choosing the Topic**

The topic was chosen for the following reasons:

1. I want to examine carefully and also to know how dictation as a testing technique can measure students' mastery in listening.
2. I believe that dictation is an inseparable part of class activity since the students need it as supporting activity in learning English.
3. I assume that dictation is closely related to listening activity and it can be used as a testing device as well.

## **1.3 Statement of the Problem**

In order to get the objective of the study systematically, I present the problem that is: How is dictation used to measure listening mastery of the fifth grade students of elementary school?

## **1.4 Objectives of the Study**

In order to clarify the study, I try to elaborate the objective of this study. The objectives of this study can be stated as follows:

1. To describe the listening mastery of the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak.
2. To investigate the application of dictation as a testing technique in measuring students' mastery in listening.

### **1.5 Significance of the Study**

The study is significant for teachers and students as follows:

1. Teachers

Dictation can help the language teachers assessing language skill, in this case listening through a practical way such dictation.

2. Students

This study can motivate the students in listening activity for the method of evaluation through dictation as it is presumably easy to follow.

### **1.6 Outline of the Presentation**

Chapter I is an introduction to the whole final project. It includes general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II discusses the literature related to the study, including dictation, test, listening, and the elementary school students.

Chapter III describes method of investigation, which contains research design, population, sample, instrument, methods of data collection and analysis.

Chapter IV deals with the analysis and discussion of research findings.

Chapter V presents conclusions of the research and pedagogical implication.

In the last of the study, to assure that the study is really valid, I give appendices and references.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Dictation**

##### **2.1.1 Definition of Dictation**

In Oxford Advanced Learner's Dictionary (1995:190), dictation means "being dictated to: passage that is dictated". In addition, Oller (1979: 39) states that:

"Dictation is a task which requires the processing of temporally constrained sequences of material in the language, divided up the stream of speech and then refers down what is heard requires understanding the meaning of the material".

From the definition above, we may come to a conclusion that dictation is a kind of test that not only challenge students' short term memory and understanding in spelling vocabulary but also to understand the meaning of what is said. The students are hoped to perceive the contents of the passage and recognized all the words and sentences being read so that they are able to put these aural codes into written symbols.

Dictation is used to evaluate most of the aspects of language simultaneously. Its main purpose is to check the proficiency of the students about the language being learned through their listening ability. It means that when students do dictation test, they do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their graphical representations. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceive by sound, sight and feeling in the second language at the same time span

allowed for a response in the first language. Once they fail to concentrate on their listening, they will not be able to make quick guess what they actually have to write. It is clear implies that dictation is used to assess the students' ability, in this case listening skill. Teacher hopes that this method of evaluation can motivate students in learning English and check whether the teaching aims have been satisfactorily fulfilled or not.

### **2.1.2 Types of Dictation**

In determining the kinds of dictation as a testing device, the teacher should have a look at the material provided. To prepare which kind of dictation used, the teacher, as the examiner should realized the specific point to be gained in using each test. As a testing technique, dictation may be given in various ways. According to Oller (1979: 264) there are five types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

#### **a. Standard dictation**

Standard dictation is probably the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversational speed and is given in sequences that are long enough to challenge students' short term memory.

b. Partial dictation

Partial dictation also called spot dictation. This type has a close relation with the standard dictation, but the students are given either a written version of the text or the spoken one. The written version has certain portions which are deleted. The students must listen to the spoken material and fill in the missing portion in the written version. It is easier to perform because more sensory information is given concerning the message; a partial written version and a complete spoken version.

c. Dictation with competing noise

This type of dictation is rather difficult because the material is presented with adding noise. This kind of dictation drills the students to be used to everyday communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone's living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over a public address system in a busy air station, etc.

d. Dicto-Comp

This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the teacher reads the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They should recall the whole story and write the story as a reproduction of what they heard.

e. Elicited imitation

In this case, the students listen to the material, but instead of writing down the material, the students are asked to repeat it or otherwise recount what was said.

The condition of the class, whether noisy or not will determine the success or failure in administering the process of the dictation test. The teacher should strictly consider the readiness of the students before facing the dictation test with the hope to get the test successfully. In this study, I used standard dictation in collecting the data because I considered that this type of dictation can be followed well by the elementary school students.

### **2.1.3 Materials and Procedures of Giving Dictation Test**

It is important for the teachers to make some preparation when they are going to give a dictation test to their students. Oller (1979: 39) stated that, as an integrative test, dictation has to meet the naturalness requirements:

- a) The sequences of words or phrases to be dictated are selected from normal prose, or dialogue, or some other natural form of discourse (or perhaps the sequences are carefully contrived to mirror normal discourse, as in well-written fiction).
- b) The material is presented orally in sequences that are long enough to challenge the short-term memory of the learners.

Base on those naturalness requirements, it is important for the teachers to make some preparation when they are going to give dictation test to their students.

There are some requirements that must be followed, those are:

- a) Teachers have to select suitable materials to be dictated.
- b) The words dictated should have been taught to the students before.
- c) The words dictated should be selected or chosen from simple words.
- d) Teachers have to select suitable procedures which are appropriated in giving dictation test. There are two ways of giving dictation test; first is the teacher reads the words directly, and the second is the words dictated have been recorded before.

From the requirements above, it is clear that the materials of dictation are any single words, compound words, word phrases, and sentences which are going to be dictated. The teacher can choose the material from the book provided and used as reference and the teacher may use a tape recorder as an aid in presenting the test. For elementary students, teacher should choose the material which can be easily done by students.

Besides preparing the materials, teachers have to select suitable procedures which are appropriated in giving dictation test. The procedures of the presentation can be arranged in two ways; the teacher himself reads the material in front of the class or uses a tape recorder as an aid in presenting the test. The teacher is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or natural word groups so that the students may write

down what they have just heard, and finally, at normal speed once more so they can check their work.

#### **2.1.4 Advantages and Disadvantages of Dictation**

Dictation has been used in language learning for several hundred years. However, the use of dictation has always been controversial. It has not always been looked on with favour by some experts. For example, Lado (1977: 34) says that dictation is favoured by many teachers and students both as a teaching and testing device, but on critical inspection it appears to measure very little of language. Since the words are given, it does not test vocabulary. In line with Lado's opinion above, Harris (1969: 5) believes that as a testing device, dictation must be regarded as generally uneconomical and imprecise.

Contrary to those two beliefs above, Davis and Rinvoluceri (1993: 122) found out that dictation can be very useful as a test by which to ascertain the pupil's progress in spelling, punctuation and pronunciation. They further stated that dictation is an activity which is suitable for a wide range of levels and ages. According to them, dictation is an exercise which draws on the personal experience, attitudes and opinions of what both teachers and students.

The following are some advantages according to Montalvan (2006):

- a). Dictation can help develop all four language skills in an integrative way.
- b). As students develop their aural comprehension of meaning also of the relationship among segments of language, they are learning grammar.

- c). Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- d). Practice in careful listening to dictation will be useful later on in note taking exercises.
- e). Correcting dictation can lead to oral communication.
- f). Dictation can serve as an excellent review exercise.
- g). Dictation is psychologically powerful and challenging.
- h). Dictation fosters unconscious thinking in the new language.
- i). If the students do well, dictation is motivating.
- j). Dictation involves the whole class, no matter how large it is.
- k). During and after the dictation, all the students are active.
- l). Correction can be done by the students.
- m). Dictation can be prepared for mixed ability groups.
- n). Dictation can be prepared for any level.
- o). The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
- p). The dictation passage can (and should) be completely prepared in advance (it also can be taped).
- q). Dictation can be administered quite effectively by an inexperienced teacher.
- r). While dictating, the teacher can move about, giving individual attention.
- s). Dictation exercises can pull the class together, for example, during those valuable first minutes.

- t). Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it, as in a dicto-comp.
- u). Research has shown the learning to write down what you hear can encourage the development of literacy.

After reviewing the advantages and disadvantages of dictation, the influence of it on students' achievement in mastering listening material will be discussed.

## **2.2 Test**

### **2.2.1 Definition of Test**

Testing is an important part of every teaching and learning experience. In Webster's Dictionary (2004:1021) test means an examination of the nature or value of anything. According to Brown (2002:3), "test is a method of measuring a person's ability, knowledge, or performance in a given domain".

In addition, Tinambunan (1988:2) gives definition of measurement, test and evaluation:

"Measurement is the process of assigning numbers to individual or their characteristic according to specific rules. Test is a set of question, each of which has a correct answer that examinees usually answer orally or in writing. Evaluation is the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives".

From the definitions above, we can come to a conclusion that test has narrower meaning than evaluation but a broader meaning than measurement. It seems appropriate in evaluation studies to limit the term test to the process of gathering the data and fashioning them into an interpretable form.

Any test, which is intended to measure the students' achievement or to evaluate a language teaching program, must fulfil the requirements of a good test such as validity and reliability of a test. The validity and reliability of a test are very significant because the test result will be used to evaluate the effectiveness of teaching process in general including the curriculum, method, etc.

When we select testing techniques used in educational settings, we must carefully consider the reason for using those techniques. Tests which are administered in educational settings have several purposes. In general, their purpose is to provide students, parents, teachers, school psychologist, and other professional with information to assist them in making decisions that will enhance student's educational development.

### **2.2.2 The Role of Testing in the Classroom**

Heaton (1975: 2) states that "testing and teaching are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with the other". The statement above implies it is virtually impossible to give a test to the students if they haven't gotten teaching or instructional program first and in the teaching learning activity there must be a test to measure the students' achievement or to know the effectiveness of the teaching program.

In language testing, especially English test, beside as a device to measure the students' achievement of the materials covered at the end of a marking period, the test also functions a device to reinforce and motivate students, or primarily as a means of assessing the students' performance in the language. Madsen states that:

“A good test of English can help students in at least two ways. First of all, test can help create positive attitudes toward instruction by giving students a sense of accomplishment. Second, English can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve”. (1983:4)

Therefore, test is useful for both teacher and students. For students, test is the need to assess their knowledge. For the teachers, English test plays several important roles, such as to provide insight into ways of improving the evaluation process and to provide means of diagnosing their own efforts if they have taught effectively.

Harris (1969: 3) points out six roles of classroom tests as follows:

- a). To determine readiness for instructional programs.
- b). To classify of place individual in appropriate language classes.
- c). To diagnose the individual specific strengths and weaknesses.
- d). To measure aptitude for learning.
- e). To measure the extent of the student achievement of the instructional goals.
- f). To evaluate the effectiveness of instruction.

In addition, Valette (1977: 3) states that three roles of classroom tests are:

- a). The tests can be used to define course objectives;
- b). They can stimulate student progress;
- c). They can be used to evaluate class achievement.

## **2.3 Listening**

### **2.3.1 Listening in Language Teaching**

Based on Hornby (1995: 687) listening comes from a verb to listen which means to make an effort to hear somebody or something. According to Howatt and Dakin as quoted by Saricoban (2006), “listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning”.

Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something. Listening ability is the ability or power to relate the sound to meaning. When a student listens to a passage means that he uses his listening ability to communicate with the passage by understanding the vocabulary spelling, grammar, and the meaning of the passage.

Listening is one of the four basic skills in which student of English should be trained. Since training this skill is often neglected and the students have few opportunities to listen to English spoken in the non English speaking country, the improvement of the students’ listening comprehension will depend largely on effective teaching in the classroom. Rost (1991: 3) states that progress in listening will provide a basis for development of other language skills. The statement implies that listening skill can support the students to master the other language skills. Listening in a language teaching-learning process possesses important contributions to other major language skills and of course it must be taught in language teaching.

According to Rost (2002: 142) there are three stages of listening process. Those are pre-listening, whilst listening and post-listening. The brief explanation of those activities as follows:

a. Pre-listening

Pre-listening 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.

The pre-listening includes:

- 1). The teacher gives background information before the students listen to the text.
- 2). The students read something relevant to the topic.
- 3). The students look at the pictures that prepare them for tile topic.
- 4). There is a class discussion of the topic or situation in the upcoming-test.
- 5). There is a question-answer session with the class of a whole.
- 6). The teacher gives written exercises to preview tile content.
- 7). The students go over tile procedures for the upcoming listening task.

b. Whilst Listening

After the students get some experiences from the previous explanation and some vocabularies addition about the material, the teacher can teach them through some ways, as follows:

- 1). The teacher asks the students to listen to an oral text.
- 2). The teacher reads the listening twice.
- 3). The teacher asks questions about the text.

4). The students answer questions in their answer sheets.

c. 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 (2002: 142).

### **2.3.2 Factors Affecting Listening Ability**

As I said before that it is very important to develop students' listening ability since it can improve their achievement in mastering English in general. Listening is highly individual experience that is influenced by many factors. According to Bromley as quoted by Seswati (2006: 16) there are three factors that affect listening. Those factors are in the following:

a. Listener Factors

The listener factors include:

1). Purpose

It is enormously important that before listening the students are motivated to listen. This will increase their ability to do these things after they have finished listening providing a purpose for listen perhaps the single most important responsibility of the classroom teacher and the one of the most neglected.

## 2). Conceptual Level

Children who possess a fund of knowledge based on both first-hand and various learning language possess the required concepts and meanings to associate with spoken language. The fluency with which children process language also affects listening.

## 3). Experience

Children who have not been expected to listen and comprehend, and thus not had successful comprehension experiences may have a harder time than children who have had many meaningful comprehension interaction. While this is not always the case, in general, success fosters more of the same kind of success.

## 4). Comprehension Monitoring of Strategies

Children who are effective listeners are actively engage in controlling meaning. They check or monitoring their understanding of what is heard in many ways. They associate their information with what is already known, they ask the accuracy or meaning of what they hear, they paraphrase or top the speaker and request the message be repeated or explained when it is not meaningful.

## b. Situational Factors

The situational factors include:

- 1). Environment

The environment in which listening occurs must be free from distraction and arranged to heighten listening so that the listener focuses and concentrates attention on the verbal message.

- 2). Visuals

The concrete visual stimuli provided children in listening situation can increase comprehension. Visual aids can be chalkboard, overhead projector, pictures, etc. The students will easily learn something by the visual aids.

- c. Speaker Factors

The speaker factors include:

- 1). Redundancy

The student's difficulties in mastering listening materials can be reduce by using gestures, body movements, contours of the face, expression of mouth and eyes. Paraphrasing and repeating a message also helps the students to understand and remember it.

- 2). Pronunciation

According to Bromley as quoted by Seswati (2006:18) that clear and distinct pronunciation along with the use of appropriate pitch, stress and juncture also affect listening comprehension. Correct and careful pronunciation of words contributes to the receipt of accurate messages.

### 3). Eye Contact

The listener is more apt to hear and understand appropriate message delivered by a speaker who maintains direct eye contact than one who looks at the ceiling, wall, or the top of the listeners' head.

## **2.4 The Elementary School Students**

### **2.4.1 The Characteristics of Elementary School Students**

Children are unique because they have specific characteristics. The development of each child is different. It is important for us to know the characteristics of children so that we would be aware and understand the children needs and interest. Understanding this will help us to at least assume why students are highly motivated and eventually produce high achievement or quite the opposite.

The following are some general characteristics of the children of that group according to Scott and Ytberg:

- a). They are competent users of mother tongue.
- b). They can tell the difference between fact and fiction.
- c). They love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work.
- d). They are enthusiastic and positive about learning.
- e). They rely to spoken as well as the physical word to convey and understand meaning.
- f). They are able to work with others and learn from others.

g). Their own understanding comes through eyes, hands and ears. The physical word is dominant at all times.

h). They have very short attention and concentration span (1990: 2-4)

Other source of information on the characteristic of these young learners is given as follows:

a). The elementary school students are the children at the age between 7 to 12 years old.

b). They are in the smart age. They often show what they know and are proud of it.

c). There is strong correlation between physical condition and school achievement.

d). They intend to praise themselves.

e). At the end of this phase, they begin to have an interest in special subjects.

(Tim Pengembangan MKDK IKIP Semarang, 1989:102)

From the explanation above, I conclude that teaching elementary school students is different from teaching adults because they have different characteristics; the way they behave, the way they think and learn really different from adult do. The elementary school students still need a specific guide from their teacher and people around them especially their parents in order to follow the lesson well.

### 2.4.2 The Elementary School Curriculum

The elementary schools choosing English as one of its local contents course of study based on the 1994 curriculum. Here students learn English for the first time. They just learn simple English patterns encompassing vocabulary, grammar, etc. Therefore, students are expected to have the skills of the language in simple English.

The Basic Course Outlines of the 2004 Curriculum states that English has a function as a means to create meaning or to communicate in order to carrying out school activity (2004: 7).

The objective of learning English at elementary school as a local content is to develop students' communication ability in the context of school. Students are expected to be able to:

- a). Give respond to every instruction with action or verbally.
- b). Make transactional and interpersonal conversation.
- c). Read short functional text (announcement, invitation letter, etc.)
- d). Write words or simple expressions (thanking, greeting, etc), and also develop positive attitude to language and learn foreign language, especially English.

(Basic Course Outlines of the 2004 Curriculum, 2004: 7)

According to GBPP (Garis-Garis Besar Pengajaran) of English for the fifth grade of elementary school, the students have to master vocabulary at least for 100 new words on the 300 vocabulary level and grammar. So that the students are be able to possess language skills as follows:

## a). Listening

- To identify the words that have been mentioned by the teacher
- To do the clues or the simple spoken order

## b). Speaking

- To ask and express the time
- To mention the name of the day and the month
- To mention parts of the body
- To describe the shapes
- To express the daily activities

## c). Reading

- To identify the words that have been studied
- To identify the signs that found in the public places

## d). Writing

- To write the simple words that have been taught or listened
- To complete the sentences with the key words that have been studied
- To write a sentence

(Seswati, 2006: 15)

The following are the topics of the English lesson for the fifth grade students of elementary school:

- Hobby
- Telling the time
- Daily activities
- Foods and drinks

- Toys and games
- Professions
- Clothes and costumes
- Public places
- Shape
- Transportation
- Health and hospital
- Library
- Weather and seasons

From the explanation above, I suggest that the teachers should use creative and critical listening materials to improve students' listening beyond the lines. The listening materials should be wisely selected by the teachers in order to match the students' level, interest and need.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1 Research Design**

The study here was a descriptive research design. In this study, I decided to do two activities; those are library activity and field activity. Library activity has been discussed in chapter II. While in this chapter, I will discuss about field activity. Arikunto says that a field research can be carried out at the hospital, school, factory, family, society, etc. (1993: 10). Referring to the statement, I conducted the study at SD Negeri Wonorejo 01 Karanganyar Demak.

To get the empirical data for my study, I administered a dictation test. The test was given to the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak. They were supposed to do the test to show the advancement in listening.

In analyzing the data, I used a descriptive qualitative and a simple quantitative measurement to find the result. From the result, I could describe the students' mastery in listening.

#### **3.2 Population**

According to Arikunto (2002: 102), a population is the entire subject in a research. The population in this study was the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak. The total numbers of the fifth grade students were 36 students.

### **3.3 Sample**

Having determined the population, I selected a sample, which is a very important step in conducting a research. A good sample is one that is representative of the population from which it was selected. Therefore, the representativeness of a sample determines the validity of the generalization of the result.

Arikunto (2002:104) states that sample is a part of population or the representation of population being assessed. In determining the size of sample, Arikunto (2002:120) says that the population is 100 respondents or less, it is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take 10-15%, or 20-25%, or more than 25% of the population based on the capability of the researcher. Since the number of the subjects in my research was less than 100, I applied total sampling. I take 100% of the population as samples that is 20 students of fifth grade students of SD Negeri Wonorejo 01.

### **3.4 Instrument**

A research instrument plays an important role in a research project. In this research, I used a dictation test as the instrument. I conducted the achievement test by using dictation based on the consideration that it will measure the students' mastery in listening. The students are hoped to perceive the contents of the passage and recognize all the words and phrases being read so they are able to put these aural codes into written symbols.

I gave them standard dictation where I read words or phrases three times and the students wrote them down in their answer sheet. There were 50 items that were prepared to get the data. The items were selected from the book of English textbook that was used as a hand-book in the teaching learning process. The test items were selected randomly. The dictation test items were arranged specifically into the following numbers:

a). Words:

- The test items referring to noun are on number: 1, 2, 3, 4, 5, 6, 7, and 8
- The test items referring to verb are on number: 9, 10, 11, 12, 13, 14, 15, and 16
- The test items referring to adjective are on number: 17, 18, 19, 20, 21, 22, and 23
- The test items referring to adverb are on number: 24, 25, 26, 27, 28, 29, and 30

b). Compound words:

- The test items referring to compound noun are on number: 31, 32, 33, and 34
- The test items referring to compound verb are on number: 35, 36, 37, and 38

c). Phrases:

- The test items referring to noun phrase are on number: 39, 40, 41, and 42
- The test items referring to adjective phrase are on number: 43, 44, 45, and 46
- The test items referring to adverb phrase are on number: 47, 48, 49, and 50

### 3.5 Try-Out

Before doing the research, I conducted try-out test to the students. I conducted the try-out on 4 December 2006 to 20 students at SD Negeri Bandungrejo 03

Karanganyar Demak. They had to write down 50 words and phrases I dictated in 60 minutes.

The goal of conducting try-out test was to measure the validity and reliability of the test. The test that would be given to the students should fulfil the two qualities of a good test that was valid and reliable. If the test item did not have validity and reliability, it must be revised until the validity and reliability could be obtained.

### **3.5.1 Scoring of the Test**

I made 50 test items of dictation consisting of words and phrases. For scoring the test, I used formula as follows:

$$\text{Score} = \frac{B}{N} \times 100$$

where:

B: right answer

N: total of the test item

(Direktorat Pendidikan Menengah Umum, Ditjen, Dikdasmen, Depdiknas 2004)

### **3.5.2 Validity of The Test**

A good test has to be valid. Therefore, a test provides trusted result. According to Oller (1979: 4)

“The validity of a test is related to how well the test does what it is supposed to do, namely, to inform us about the examinee’s progress toward some goal in a curriculum or course of study, or to differentiate levels of ability among various examinees on some

task. Validity questions are about what a test actually measures in relation to what is supposed to measure.”

Every test, whether it is a short, informal test or a public examination, should be as valid as the constructor can make it. A test is said to be valid when it actually measures what it is intended to measure.

A dictation test is considered to be valid if the words tested come from the list of words taught. So, in my opinion, the test that I had administered was valid enough in term of content validity, because most of the words came from the list words in the Basic Course Outline and have been learnt by the students.

In order to avoid lower validity, the writer did the following things:

- a). The writer had constructed the test in such way that the word chosen words to be dictated were familiar to the students.
- b). Before the test began, the writer had explained to the students whatever they had to do.

The computation of the validity of the test item used Pearson-Product Moment Formula, as follows:

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

where:

$r_{xy}$  = validity of the item

$N$  = total number of the respondent

$\sum x$  = item score

$\sum y$  = total score of the item

$\sum xy$  = the sum of the item score multiplying the total score

$\sum x^2$  = the sum of the square of the item score

$\sum y^2$  = the sum of the total score

(Arikunto, 2002:146)

From the computation above, the result must be consulted to  $r_{table}$  of the product moment table with  $N= 21$  and significant level 95%. It was 0.702. Since the result of the computation  $r_{xy}$  (0.702) was higher than  $r_{table}$  (0.433) in the product moment table, the test was considered to have high or good validity.

From the statement above, it was clear from appendix 9 that the item number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 46, 48, 49, 50 were considered as valid items. While the item number 9, 16, 19, 26, 27, 39, 44, 45, 47 were considered as invalid items.

### 3.5.3 Reliability of The Test

Reliability is an essential characteristic of a good test besides the validity, because it is used to know whether a test is reliable or not. According to Tinambunan (1988: 14) “Reliability refers to the stability or the consistency of the test score that is how consistent test score or the evaluation result is from one measure to another.” Furthermore, Heaton (1974:155) states that:

“Reliability is necessary characteristic of any goods test for it to be valid at all. A test must be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions, then, to the extent that it produces different results, it is not reliable.

In short, in order to be reliable, a test must be consistent in its measurements.”

The computation of the reliability of the test used formula alpha as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

where:

$r_{11}$  = coefficient of the reliability

$k$  = the number of test items

$\sigma_b^2$  = item variance

$\sigma_t^2$  = total variance

(Arikunto, 2002:171)

From the computation above, it was found out that  $r$  (correlation coefficient) is respectively reliable; whereas the critical value for  $r_{table}$  with significant level 95% and the number of subjects  $N= 21$  is 0.514. The result of reliability ( $r_{11}$ ) is 0.934. Thus, the value from the computation is higher than the critical value ( $r_{11} > r_{table}$ ). It is concluded that the instrument used in this research was reliable. It could be seen in appendix 9.

#### 3.5.4 Item Analysis

The next step of estimating the test was item analysis. The item analysis was evaluating the effectiveness of the item. Furthermore, the purpose of doing item analysis was to check whether or not each item met requirement of a good test item.

## 1. Item Difficulty

In order to compute the difficulty level of the test items, the writer used the following formula:

$$IK = \frac{B}{J_s}$$

where:

IK = the difficulty level of the test

B = the correct answer of the item, and

J<sub>s</sub> = total number of the students

Arikunto (2002: 210) stated the judgement of the difficulty level of the test is as follows:

0.00 – 0.30 : difficult

0.30 – 0.70 : medium

0.70 – 1.00 : easy

By applying the formula, the whole calculation of difficulty level of each item was found. Based on the results obtain, it could be seen in appendix 9 that the items number 3, 4, 8, 9, 13, 16, 18, 40, 45 were classified into easy items, the items number 1, 2, 5, 7, 10, 11, 14, 15, 17, 21, 24, 29, 31, 32, 33, 34, 35, 37, 38, 41, 42, 46, 48, 50 were classified into medium items, while items number 6, 12, 19, 20, 22, 23, 25, 26, 27, 28, 30, 36, 39, 43, 44, 47, 49 were classified into difficult items.

## 2. Item Discrimination

According to Heaton (1974: 173), “The discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more able testers from the less able testers.” In addition, Heaton asserts that:

“The index of discrimination (D) tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test. It is pre-supposed that the total score on test is a valid measure of the students’ ability.” (Heaton, 1974: 173-174)

This procedure of calculating the discrimination index can be expressed by this formula as explained below:

$$t = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_i(n_i - 1)}}$$

where:

t = t-test

$M_H$  = the mean of the upper group

$M_L$  = the mean of the lower group

$\sum x_1^2$  = the sum of the upper group deviation

$\sum x_2^2$  = the sum of lower group deviation

$n_i$  = the number of subjects in upper or lower group (27% x N)

N = the total number of subject

(Madsen, 1983:183)

The item has the significant discriminating power if  $t > t_{table}$ . For  $\alpha = 5\%$  and  $df = 6 + 6 - 2 = 10$ ,  $t_{table} = 1.81$ .

It was clear from the appendix 9 that the items number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 48, 49, 50 were classified into significant items, while items number 9, 16, 19, 26, 27, 44, 45, 47 were classified into insignificant items.

After the try-out test was administered, the test items which did not fulfil the requirements of the valid test were invalid items and they must be discarded.

## **CHAPTER IV**

### **DATA ANALYSIS**

#### **4.1 The Analysis of the Dictation Test**

The purpose of this study is to find out the students' mastery on listening using dictation as the testing technique. Here, dictation is required to measure listening components that are necessarily to the students so this testing technique could measure the students' proficiency. According to Rost (1993: 3) there are five components of listening as follows:

- a). Discriminating between sounds.
- b). Recognising words.
- c). Identifying grammatical grouping of words.
- d). Attainment of meaning.
- e). Recalling important words and ideas.

Based on the five components of listening above, I consider that the use of standard dictation test here is to evaluate the students' understanding in spelling vocabulary and the activity in dictation is emphasized on hearing and listening, the students are hoped to perceive the contents of the passage and recognize all the words and phrases being read so they are able to put these aural codes into written symbols.

Here, I used standard dictation to measure students' mastery in listening. The test was conducted on Monday, 8 January 2007. The dictation test consisted of 40

items. Each correct answer was regarded one point so that a student will get 40 as a maximum score if he or she can answer all the items correctly.

After conducting the dictation test, I administered, analyzed and interpreted the result of the test. Statistical analysis is concerned with the organization of the scores and the other numerical data collected through measurement.

To obtain the students' score, first, I evaluated the students' answer. The score of each student was counted individually by using the following formula:

$$\text{The percentage} = \frac{\text{The number of right answer}}{\text{The number of item}} \times 100\%$$

The following table presents the calculation of the right answers and the wrong answers of the dictation test. The table shows that the students' scores are various. The highest score is 98.75 and the lowest score is 32.5. The result of the dictation test could be seen in the table below:

**Table 1: The Result of Dictation Test**

No.	Test Code	The Right Score	%
1	A-01	9	22.5
2	A-02	34	85
3	A-03	17	42.5
4	A-04	24	60
5	A-05	27	67.5
6	A-06	37	92.5
7	A-07	21	52.5
8	A-08	31	77.5
9	A-09	38	95
10	A-10	23	57.5
11	A-11	21	52.5

12	A-12	35	87.5
13	A-13	27	67.5
14	A-14	38	95
15	A-15	24	60
16	A-16	32	80
17	A-17	33	82.5
18	A-18	37	92.5
19	A-19	31	77.5
20	A-20	39	97.5
21	A-21	32	80
22	A-22	26	65
23	A-23	14	35
24	A-24	36	90
25	A-25	18	45
26	A-26	39	97.5
27	A-27	38	95
28	A-28	39	97.5
29	A-29	29	72.5
30	A-30	20	50
31	A-31	36	90
32	A-32	27	67.5
33	A-33	31	77.5
34	A-34	32	80
35	A-35	32	80
36	A-36	28	70
	36	1055	2637.5

#### 4.1.1 The Measurement of Central Tendency

Relating to the statistical analysis that deals with the numerical data, I measured the central tendency, which is the mean. The mean is the sum of all the values in a distribution divided by the number of cases or it is the average or arithmetic average of a group of scores. According to Tinambunan (1998: 103), “the computation of mean from ungrouped data is done by adding a series of scores and then dividing this sum by the number of scores.”

For calculating the mean, I took a formula as follows:

$$X = \frac{\sum X}{N}$$

where:

X = the mean scores

$\sum X$  = the sum all the scores

N = the total number of the respondent

Using the formula above, the computation of the average of the scores is shown below:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2637.5}{36} = 73.26$$

The percentage can be seen in the computation below:

$$\frac{73.26}{100} \times 100\% = 73.26\%$$

where:

73.26 = the mean scores

100 = the possible highest score

Based on the statistical analysis, the mean of the test scores (73.26) is equal to 73.26% of the possible highest scores. There are 20 students' score above the mean and 16 students' score below the mean. It means that more than 44.44% of the students' listening mastery is low.

#### 4.1.2 The Result of Dictation Test

The purpose of my study is to obtain the students' mastery on listening using dictation as the testing technique. Based on the result of dictation test above, it can be seen clearly that the students' achievement is above average.

Here, I classified the students' achievement by using Tinambunan's classification (1988: 129) which expresses various level of achievement. Below is the table of the level of achievement put forward by Tinambunan:

**Table 2: The Percentage of Correct Answer**

No	The percentage of correct answer	Grade	Level of achievement
1.	93-100	A = outstanding	Outstanding
2.	85-92	B = very good	Above average

3.	75-84	C = satisfactory	Average achievement
4.	60-74	D = very weak	Below achievement
5.	Below 60	F = fail	Insufficient achievement

Tinambunan (1988:129)

To identify the students who reached a good or bad grade, I categorized them based on the percentage of their correct answer in doing the dictation test to determine their level of achievement as follows:

**Table 3: The Students' Level of Achievement**

No	Number of students	Grade	Percentage of the students (%)
1.	6	A	16.67%
2.	6	B	16.67%
3.	8	C	22.22%
4.	8	D	22.22%
5.	8	F	22.22%

According to the classification of the level of achievements introduced by Tinambunan, 73.26 % is regarded below average. The result of the test shows that 6 students (16.67%) get outstanding grade (A), 6 students (16.67%) get very good grade (B), 8 students (22.22%) get satisfactory grade (C), meanwhile 8 students (22.22%) get very weak grade (D) and 8 students (22.22%) get fail grade (F).

Before continuing to interpret the result of the test, it is necessary to analyze the sum of the right and the wrong answers. The result of the analysis can be seen

in the appendix 8. From the table, it shows that the students' mastery in comprehending noun is 80.10% or satisfactory grade (C), verb is 75.93% or satisfactory grade (C), adjective is 71.67% or very weak grade (D), adverb is 57.22% or fail grade (F), compound noun is 75.69% or satisfactory grade (C), compound verb is 70.14% or very weak grade (C), noun phrase 79.86% or satisfactory grade (C), adjective phrase is 68.06% or very weak grade (D), and adverb phrase is 58.33% or fail grade (D). The highest result of the right answer was noun whereas the lowest result was adverb.

The student's average mastery in perceiving and recognizing the words and phrases as a whole is 73.26%. It can be concluded that the average of the students' mastery in listening is very weak.

#### **4.2 The Interpretation of the Data**

Generally, most of the students succeed in dictation test, which was done after they were taught listening. The result of the test shows clearly that 6 students (16.67%) get outstanding grade (A), 6 students (16.67%) get very good grade (B), 8 students (22.22%) get satisfactory grade (C), meanwhile 8 students (22.22%) get very weak grade (D) and 8 students (22.22%) were failed (F).

According to the Department of Education and Culture (Depdikbud, 1993: 37) that the students can be successful if they get score 65 and above. The students who get below 64 must be given a remedial treatment but if they are the majority, the teaching and learning activity must be repeated.

This study shows that there are 26 who got 65 above while only 10 got below 64. It meant that most of the students have already mastered listening material given and when they were evaluated using dictation they could recognize the words and phrases given and able to transfer them into written form correctly. There were only the minority of the students who had not mastered the materials and for those who got mark less than 65 should train their skill to improve their listening ability. Since the majority of the students have mastered the material so the teaching and learning process does not need to be repeated.

This research proves that dictation as a testing technique can be used to measure listening mastery of the grade five students of elementary school.

#### **4.3 The Application of Dictation as a Testing Technique in Measuring Students' Listening Mastery**

As I said before that the use of dictation here is to evaluate the students' understanding in spelling vocabulary and the activity in dictation is emphasized on hearing and listening, the students are hoped to perceive the contents of the passage and recognize all the words, phrases and sentences being read so they are able to put these aural codes into written symbols.

The condition of the class, whether noisy or not will determine the success of failure in administering the process of dictation test. The most important thing for the teacher to do is observe the readiness of the students before facing the test.

Since the test is used to check the students' mastery in listening; it is worthwhile for the teacher to know the following considerations before giving the dictation test:

1. The students should have been familiar with English spelling.
2. The students should have been able to discriminate English sound well.
3. The students should have reached the target of vocabulary required.

After that, in giving dictation test, the teacher is required to read the passage three times in all. In the first reading, the teacher should read the whole the passage at normal conversational speed. The purpose is to let the students get a general idea of the words or sentences dictated to them. Next, the teacher reads either once or twice with pauses at natural breaks in the phrases or word groups. The pauses should be long enough to give opportunity for the students to write down what they have just heard. Then, the teacher reads the passage a third time at normal speed so the students can check their work and proofread.

From the concept above, I believe that in handling the test, the teacher should strictly consider the readiness of the students and choose suitable procedures in giving dictation test with the hope to get the test successful.

## CHAPTER V

### CONCLUSIONS AND PEDAGOGICAL IMPLICATION

#### 5.1 Conclusion

Based on the data analysis on the previous chapter, I take some conclusions as the following:

1. After counting and analyzing the data, I found out that the mean score of the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak is 73.26 which is equals to 73.26%. According to the criterion suggested by Tinambunan, the students' listening mastery is below average.
2. According to the criterion stated by the Department of Education and Culture that the students can be successful if they get score 65 and above. The result of the study shows that there are 26 who got 65 above while only 10 got below 64. Since the majority of the students have mastered the material so the teaching and learning process does not need to be repeated. It meant that most of the students have already mastered listening material given. They have good proficiency in listening skill, not only in understanding written English but also perceiving the contents of the passage and recognizing all the words and phrases being read. It proves that dictation as a testing technique can be used to measure listening mastery of the fifth grade students of elementary school.
3. Dictation is very useful as a test instrument to check the students' progress after they are taught listening. The teacher can realize the weakness of the students in

comprehending the language as well as the weaknesses of the previous teaching method.

4. Dictation as a testing technique in listening motivates the students in learning the listening material given. However, some of them still have difficulties in doing dictation test. It possibility caused by the differences between pronunciation and spelling system.
5. After conducting this research I found out that this testing technique has weaknesses as follows:
  - a). Dictation is a time consuming testing device since it will take much time to do a dictation but it will not become a problem if the teacher can properly use the technique and reasonably arrange the time in class. For example if time permits, the teacher can choose the kind of dictation which takes up more time while if the time is limited, she can pick the one which needs less time.
  - b). The teacher will have problem with the students' noise in class if she/he cannot manage the class well. Furthermore, not all of the students like dictation method in testing their skill.

## **5.2 Pedagogical Implication**

Learning to listen for global meaning in the target language is a valuable skill that students learn from dictation. The problem faced by the students in doing dictation is that even they understand the meaning but they have difficulties in writing the written form. Dictation helps them to overcome that tendency and gain confidence in their ability to

guess the meaning from the target language that they hear, even if they don't understand everything. So they gain both confidence and skills in listening globally.

Another valuable that the students learn from dictation is that dictation helps them sharpen their handwriting and spelling. They are encouraged to use contextual and grammatical clues to write down what they might have missed and to make further corrections.

I believe that dictation is an inseparable part of class activity since the students need it as supporting activity in learning English. Dictation is closely related to listening activity and can be used as a testing device. It is also very useful as a test instrument to check the students' progress after they are taught listening.

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## Appendix 1: List of the Try out Student

<b>No.</b>	<b>Name</b>	<b>Code</b>
1.	Abdul Rozak Zulfiki	S-01
2.	Arina Rukmana	S-02
3.	Anisatur Rohmah	S-03
4.	Duratun Nafiah	S-04
5.	Elok Faiqotul Himmah	S-05
6.	Siti Kusriah	S-06
7.	Moh. Asrul Nafi	S-07
8.	M. Zaidi	S-08
9.	Moh. Subari	S-09
10.	Nia Lutfitasari	S-10
11.	Qori zulindra	S-11
12.	Rina Sulfiana	S-12
13.	Selvi Rian Nurlinda	S-13
14.	Sova Selviani	S-14
15.	Siti Qurotul Ainiyah	S-15
16.	Windy Dwi Aprilia	S-16
17.	Hendri Rahmawan	S-17
18.	Fendi Kurniawan	S-18
19.	Gany Dwi Irawan	S-19
20.	Ela Hikmawati	S-20
21.	Arina Kusnawati	S-21

## Appendix 2: List of the Students

<b>No.</b>	<b>Name</b>	<b>Code</b>
1.	Selamet Supriyadi	A-01
2.	Agus Prasetyo	A-02
3.	Dani Tauladani	A-03
4.	Puthut Armuji	A-04
5.	Ricki Ahmad Darusman	A-05
6.	Aji Cipto Istiyagi	A-06
7.	Amri Nurul Falakh	A-07
8.	Anggoro Pambudi Utomo	A-08
9.	Ardi Barrassalam	A-09
10.	David Anggoro Salam	A-10
11.	Dian Rahmawati	A-11
12.	Eka Fitri Lailatul F.	A-12
13.	Elok Nor Afif	A-13
14.	Erika Widyaningrum	A-14
15.	Dodi Adi Saputra	A-15
16.	Iin Amalia	A-16
17.	Khoirur Rafif	A-17
18.	Lilies Triyana	A-18
19.	Maulana Abdul Latif	A-19
20.	Meirisa Shara Sinta	A-20
21.	Miftukhah	A-21
22.	Moh. Dicki Rio Saputra	A-22
23.	M. Miftah Farid	A-23
24.	Roudlotul Jannah	A-24
25.	Siti Subaedah	A-25
26.	Siti Qoni'atul F.	A-26
27.	Sudarsono	A-27
28.	Sulis Setyo	A-28
29.	Selamet Urip Ribowo	A-29
30.	Vicky Bagus H.	A-30
31.	Wahyu Eka Noor R.	A-31
32.	Wahyu Mujiono	A-32
33.	Windy Endah Lestari	A-33
34.	Wiwin Ristiyani	A-34
35.	Zakky Weldani	A-35
36.	Yohana Kartika Dewi	A-36

### Appendix 3: The Outline of the Dictation Test

There are 50 items in this dictation test. This test consists of noun (N), verb (V), adjective (Aj), adverb (Av), compound noun (CN), compound verb (CV), noun phrase (NP), adjective phrase (AjP), and adverb phrase (AvP). The percentage of each classification above can be calculated as follows:

$$N = \frac{8}{50} \times 100\% = 16\%$$

$$V = \frac{8}{50} \times 100\% = 16\%$$

$$Aj = \frac{7}{50} \times 100\% = 14\%$$

$$Av = \frac{7}{50} \times 100\% = 14\%$$

$$CN = \frac{4}{50} \times 100\% = 8\%$$

$$CV = \frac{4}{50} \times 100\% = 8\%$$

$$NP = \frac{4}{50} \times 100\% = 8\%$$

$$AjP = \frac{4}{50} \times 100\% = 8\%$$

$$AvP = \frac{4}{50} \times 100\% = 8\%$$

## Appendix 4: The Question Sheet of the Try out Test

1. rice
2. chicken
3. milk
4. marble
5. balloon
6. cycling
7. nurse
8. farmer
9. listen
10. read
11. study
12. watch
13. drink
14. play
15. work
16. sleep
17. good
18. big
19. dirty
20. clean
21. clever
22. hungry
23. beautiful
24. always
25. sometimes
26. often
27. loudly
28. early
29. afternoon
30. night
31. homework
32. bedroom
33. football
34. policeman
35. get up
36. breakfast
37. take a bath
38. go to bed
39. a cup of tea
40. a doll
41. the teacher
42. the doctor
43. rather hot
44. too small
45. very large
46. very happy
47. at night
48. every morning
49. in the evening
50. at school

## Appendix 5: The Question Sheet of Dictation Test

1. rice
2. chicken
3. milk
4. marble
5. balloon
6. nurse
7. farmer
8. read
9. study
10. watch
11. drink
12. play
13. work
14. good
15. big
16. clean
17. clever
18. beautiful
19. always
20. sometimes
21. early
22. afternoon
23. night
24. homework
25. bedroom
26. football
27. policeman
28. get up
29. breakfast
30. take a bath
31. go to bed
32. a cup of tea
33. a doll
34. the teacher
35. the doctor
36. too small
37. very happy
38. every morning
39. in the evening
40. at school

## Appendix 6: The Answer Sheet of Dictation Test

Nama : .....

No. : .....

**Petunjuk:**

**Gurumu akan membacakan 40 soal yang terdiri dari kata dan frasa. Setiap kata dan frasa tersebut akan dibacakan tiga kali. Dengarkan gurumu baik-baik lalu tuliskan apa yang dia diktakan dilembar jawabmu!**

1. ....

21. ....

2. ....

22. ....

3. ....

23. ....

4. ....

24. ....

5. ....

25. ....

6. ....

26. ....

7. ....

27. ....

8. ....

28. ....

9. ....

29. ....

10. ....

30. ....

11. ....

31. ....

12. ....

32. ....

13. ....

33. ....

14. ....

34. ....

15. ....

35. ....

16. ....

36. ....

17. ....

37. ....

18. ....

38. ....

19. ....

39. ....

20. ....

40. ....

The Result of Dictation Test

No	Code	Score Per Item																																								Total Score	%				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
1	A-01	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	22.5		
2	A-02	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	34	85			
3	A-03	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	17	42.5
4	A-04	1	0	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	24	60		
5	A-05	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	27	67.5			
6	A-06	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	37	92.5		
7	A-07	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	21	52.5		
8	A-08	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	31	77.5		
9	A-09	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	38	95				
10	A-10	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	23	57.5			
11	A-11	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	1	21	52.5				
12	A-12	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	35	87.5			
13	A-13	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	0	0	1	1	0	27	67.5				
14	A-14	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	95			
15	A-15	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	24	60			
16	A-16	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	32	80			
17	A-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	33	82.5		
18	A-18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	37	92.5			
19	A-19	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	31	77.5				
20	A-20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	97.5			
21	A-21	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	32	80			
22	A-22	1	0	1	1	0	0	1	0	1	0	1	1	1	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	26	65			
23	A-23	0	0	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	14	35			
24	A-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	90			
25	A-25	1	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	18	45			
26	A-26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	97.5			
27	A-27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	38	95			
28	A-28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	97.5			
29	A-29	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	29	72.5			
30	A-30	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	20	50			
31	A-31	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	36	90			
32	A-32	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	0	27	67.5			
33	A-33	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	31	77.5			
34	A-34	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	32	80			
35	A-35	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	32	80			
36	A-36	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	28	70				
		The Sum of Total score																																								1055	2637.5				
		The Mean Score																																									73.26				

No	Code	N	V	Aj	Av	CN	CV	NP	AjP	AvP
		7 items	6 items	5 items	5 items	4 items	4 items	4 items	2 items	3 items
1	A-01	3	0	2	1	1	1	1	0	0
2	A-02	7	6	5	4	3	2	3	2	2
3	A-03	5	4	2	1	2	1	2	0	0
4	A-04	5	2	5	1	3	3	3	1	1
5	A-05	7	5	3	2	4	2	2	1	1
6	A-06	6	6	5	4	4	4	4	2	2
7	A-07	6	3	2	1	1	2	3	2	1
8	A-08	7	4	3	3	3	3	4	2	2
9	A-09	6	6	5	5	4	4	4	1	3
10	A-10	7	3	4	0	3	2	2	1	1
11	A-11	7	4	2	2	1	1	2	1	1
12	A-12	7	5	4	5	3	2	4	2	3
13	A-13	7	5	4	1	3	2	3	0	2
14	A-14	7	5	4	5	4	4	4	2	3
15	A-15	6	4	4	2	3	1	2	1	1
16	A-16	6	3	5	4	3	4	4	1	2
17	A-17	7	6	3	3	2	4	4	2	2
18	A-18	6	6	4	5	4	4	4	2	2
19	A-19	6	5	5	3	3	4	3	1	1
20	A-20	7	6	4	5	4	4	4	2	3
21	A-21	6	4	4	4	4	4	3	1	2
22	A-22	4	4	3	1	4	2	4	2	2
23	A-23	4	3	2	0	0	2	2	1	0
24	A-24	7	6	5	4	3	2	4	2	3
25	A-25	5	4	1	1	2	2	2	0	1
26	A-26	7	6	5	4	4	4	4	2	3
27	A-27	7	6	4	5	4	3	4	2	3
28	A-28	7	6	5	4	4	4	4	2	3
29	A-29	7	5	4	1	3	3	3	2	1
30	A-30	5	4	2	2	2	2	3	0	0
31	A-31	6	5	5	4	4	4	3	2	3
32	A-32	6	5	2	3	3	3	3	1	1
33	A-33	6	5	4	4	4	3	3	0	2
34	A-34	7	4	1	4	4	3	4	2	3
35	A-35	7	5	3	4	3	4	3	2	1
36	A-36	6	4	4	1	3	2	4	2	2
Total of the right answer		222	164	129	103	109	101	115	49	63
Total of the wrong answer		30	52	51	77	35	43	29	23	45
The percentage of the right answer		80.10%	75.93%	71.67%	57.22%	75.69%	70.14%	79.86%	68.06%	58.33%
The percentage of the wrong answer		11.90%	24.07%	28.33%	38.89%	24.31%	29.86%	20.14%	31.94%	41.67%

## The Counting of Discriminating Power

### Formula

$$t = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_i(n_i - 1)}}}$$

Explanation:

- t : t-test
- M<sub>H</sub> : The mean of the upper group
- M<sub>L</sub> : The mean of the lower group
- Σx<sub>1</sub><sup>2</sup> : The sum of the upper group deviation
- Σx<sub>2</sub><sup>2</sup> : The sum of the lower group deviation
- n<sub>i</sub> : The number of subjects in upper or lower group (27% x N)
- N : The total number of subject

### Criteria

The item has significant discriminating power if  $t > t_{table}$

Below is the example of counting the discriminating power of item number 1, and for the other items will use the same formula.

Upper Group				Lower Group			
No	Code	Value	(Xi-M <sub>H</sub> ) <sup>2</sup>	No	Code	Value	(Xi-M <sub>L</sub> ) <sup>2</sup>
1	S-20	1.00	0.000	1	S-05	1.00	0.694
2	S-14	1.00	0.000	2	S-10	0.00	0.028
3	S-04	1.00	0.000	3	S-15	0.00	0.028
4	S-08	1.00	0.000	4	S-16	0.00	0.028
5	S-12	1.00	0.000	5	S-02	0.00	0.028
6	S-11	1.00	0.000	6	S-07	0.00	0.028
Sum		6.00	0.000	Sum		1.00	0.833
M <sub>H</sub>		1.00		M <sub>L</sub>		0.17	

$$t = \frac{1.000 - 0.167}{\sqrt{\frac{0.000 + 0.833}{6(6 - 1)}}} = 5.000$$

For  $\alpha = 5\%$  and  $df = 6+6-2 = 10$ ,  $t_{table} = 1.81$

Because  $t > t_{table}$ , then item number 1 is significant.