THE EFFECTIVENESS OF USING "SPLIT DICTATION" AS LANGUAGE-TEACHING TECHNIQUE TO IMPROVE STUDENTS LISTENING SKILLS

(An Experimental Study of Tenth-Grade Students of SMA Negeri 1 Sukorejo in the Academic Year of 2017/2018)

A final project

Submitted in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English

by

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DECLARATION OF ORIGINALITY

I, Tri Widi Kurniawan hereby declare that this final project entitled *The Effectiveness of Using Split Dictation as Language-Teaching Technique to Improve Students' Listening Skill* my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

I will accept whatever sanction if it is found out there is any violation against the convention of scientific writing.

Semarang, January 2019

Tri Widi Kurniawan

MOTTO AND DEDICATION

Always do what you're afraid to do.

I will prove myself strong when they think I am sick.

I will prove myself brave when they think I am weak.

(E. Lockhart)

This final project is dedicated to:

My beloved parents

My best friends

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ABSTRACT

Widi Kurniawan, Tri. 2018. *The Effectiveness of Using Split Dictation as Language-Teaching Technique to Improve Students' Listening Skill (an Experimental Study of Tenth-Grade Students of SMA Negeri 1 Sukorejo in Academic Year of 2017/2018)*. Final Project. English Department. S1 Degree of English Education. Advisor: Dra. C. Murni Wahyanti, M.A.

Keywords: Split Dictation, Listening Skill, Tenth Grade of Senior High School, Experimental Study.

The objectives of this study were to find out whether or not split dictation improve students' listening skill, and whether there was any significant difference between the achievement of students who were taught by using split dictation and those who were taught by using a conventional method or not.

This study was a quasy experimental research using quantitative data as the primary instrument for collecting the data. One of the quasy experimental research types, the pre-test post-test nonequivalent group design was used as the research design. The subject of this study was the tenth grade students of SMA Negeri 1 Sukorejo in the academic year of 2017/2018. In obtaining the data, the researcher conducted pre-test, treatments, and the post-test. In the treatment activity, the students in experimental group were taught by using split dictation, and the students in control group were taught by using conventional method. Split dictation was an activity where teacher dictated a particular passage by splitting the students into two groups in the classroom, then the task of each pair was to combine the two half-texts. Meanwhile, the conventional method was using filling gap listening test.

The result of this research showed that the mean score of experimental group pre-test was 67.361, and the control group was 66.527. After both groups received the treatments, the mean score of both groups increased. The mean score of experimental group post-test was 82.7, and the control group was 77.638.

After doing the research, the researcher found that there were differences of the score between the students who were taught by using split dictation, and the students who were taught by using a conventional method. Finally, based on the result of the test score, the researcher concluded that split dictation is effective enough to improve students' listening test achievement. In addition, split dictation gives good proficiency in listening 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

This chapter consists of background of the study, reason for choosing the topic, research problem, objectives of the study, significance of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

Listening is one of the most important areas to teach English learners. Every learner have to focus on their listening skill, because listening is a process how to understand others. According to Nunan (2001, p.23) listening is the process of understanding, learners have to analyze the meaning of what they have heard and understand symbols they have seen and heard. How to understand language is through sound, that is why the listening should come first. The listening processes actually should come through, first they hear the sounds, second they try recognize the words they are listening as the input, and the third they can process the word in their brain to realize the meaning and understand the speaker means.

Based on the writer's observation in teaching practice last year, the writer found that so many students have difficulties in understanding English language as their foreign language. Actually, they have to acquire English vocabulary as many as possible to understand what people are saying. Sometimes the students don't know about the material I delivered totally in English. The students don't have broader knowledge in understanding the content, it is because some of them rarely listen or hear some words in English. They just keep talking and hearing something

in their native language inside or outside the classroom. Most of the students cannot successfully understand the spoken sentences, and mostly trapped in translating the sound into the form. Therefore, I had to explain the material repeatedly. The main problem of the students is on their listening skill.

In addition, when I had an interview with the teacher and the students there, the teacher explained that she still use the general method in doing listening activity. When listening comprehension was taught in the class, students seemed still face difficulties in listening auto media. It could be seem from the students' score in listening comprehension was still low than the teacher expected. So far, the teacher only gave a text and students were asked for answering the question based on information they listened to recording. As a result of this activity, some of students seem difficult to answer the questions because the rate of conversation is fast enough, the speaker speaks unclearly. They accustom by their teachers method, listening on recording and answering the question. This activity caused them be passive and reluctant to correct their errors and mistakes. Students seem to be bored because the record material was given since they were at elementary school and they want something new and different. Media, technique or method used by teacher in the classroom teaching is often assumed as the factor that causes the students' listening problem in that school.

Based on the statement above, the writer wants to use a different technique to improve the students' listening ability. Using dictation technique could be one of the ways to improve their listening skills in understanding English content.

Dictation is a technique to decode or to translate sounds into written form. Davis and Rinvolucri (1998) claim that dictation contains a wealth of new techniques to extend the traditional language-learning activity of dictation. One of the Dictation techniques, split dictation can help students to diagnose and correct these kinds of errors as well as others. The purpose of split dictation for the students is to practice listening skills and spelling skills. Incidentally, some vocabulary may be learned and the students will be realized to grammatical patterns. Split dictation is suited mainly to the language needs of high school students, upper-intermediate level classes (Richard Kidd, 1992, p.53). High school learners are qualitatively different than younger learners. Many students are more focused on their personal relationships than on their education or future. Some students prefer to focus on the coolness of not participating in any activity or discussion rather than on actively engaging in their education. Using the right instructional strategies to maximize the learning advantages of high school learners can make them understand the learning material. Based on that, the writer wants to use a different technique in improving their ability in English, in this case the writer will use split dictation to improve students' listening ability.

1.2 Reason for Choosing the Topic

There are some considerations why the writer will conduct a research entitled The Effectiveness of using "Split Dictation" as Language-Teaching Technique in Improving Students Listening Skills :

1) Most of the students cannot successfully understand the spoken sentences, and translate the sound into the form.
2) The students have to increase their English vocabulary as many as possible to understand what people are saying.
3) Split Dictation could be the new and fun activity to the students in doing listening task.

1.3 Research Problems

The research problems of the study are :

1) How effective is using Split Dictation technique to improve the students' listening skills?

2) Is there any significant difference between the results of the students who are taught by "split dictation" and those who are taught by conventional method in teaching listening?

1.4 Objectives of the Study

The objectives of the study are :

1) To find out how effective is using Split dictation technique in improving the students' listening skills.

2) To find out whether there is any significant difference between the results of the students who are taught by "split dictation" and those who are taught by conventional method in teaching listening or not.

1.5 Significance of the Study

The significances of this study are as follows :

1) Theoretically

   The findings of the study will give a new understanding for English teachers about the use of split dictation to teach listening.

2) Practically

   1) For students

   The use of split dictation will motivate the students in teaching learning process and make them easier in developing their skill in listening.

   2) For English teachers

   The study informs an alternative teaching method in using split dictation which can be used by English teachers as knowledge in designing their teaching learning activity.

   3) For writer

   The result of this study can be a knowledge for the writer that can be used when he becomes a real teacher later on.

   4) For future researcher

   It might be a reference to create and explore the innovative process of teaching and learning English.

3) Pedagogically

The study will give us beneficial knowledge about an alternative teaching method using split dictation that can be applied to develop students' listening skill or to attain students' better achievement in listening.

1.6 Definition of the Key Term

In order to make this study become easier to be understood, the writer draws the definition of the terms used in the present study briefly. Generally, the definition of the terms can be seen as follows:

1) Listening

Listening is a tool for teaching of grammatical structure and allow new vocabularies items to be acquired within a body of communication discourse in a context (Murcia, 2000, p.70).

2) Dictation

In the Longman dictionary of Applied Linguistics (2002, p.157), dictation is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible.

3) Language Teaching

Language teaching is specific actions taken by the teacher to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to the learners (Oxford, 2003).

1.7 Outline of the study

This Final Project consists of five chapters:

1) Chapter I consists of general background of the study, reasons for choosing the topic, research problems, objective of the study, significance of the study, definition of key term and outline of the report.
2) Chapter II elaborates about review of the previous study, theoritical background, and also framework of the present study.
3) Chapter III deals with the methods of investigation which discusses several aspects, such as research design, subject of the study, research variables, instruments of the study, procedures of collecting data, and technique of analysis.
4) Chapter IV presents the result and discussion.
5) Chapter V consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections, they are: review of the previous studies, review of the related theories, and theoretical framework. The first section presents the previous studies in subject related to this study. It is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basic of this study.

2.1 Review of Previous Study

There are several previous studies that using dictation technique could improve students' listening skills. Those studies which related to the topic can support this research Kidd (1992) states in his book entitled Teaching ESL Students through Dictation, one of the dictation techniques, split dictation is interesting, motivating, communicative, and specifically designed for the teaching listening. Students performing split dictation exercises are generally required to transcribe the text as accurately as possible. To conclude, split dictation appears to be a promising method improving listening skill. Split Dictation technique is easy to implement in the classroom and effective in focusing students' attention on target structures.

One of the researches entitled "The Effect of Frequent Dictation on the Listening Comprehension Ability", this research used a Quasi-Experimental Research which aim to investigate the effects of frequent dictation on the listening

comprehension ability of ninth grade students. The researcher found that the participants in the experimental group were forced to listen more attentively to decode the foreign speech. During each dictation participants had to keep one chunk of meaningful speech in their mind until they could write it on paper. This may have helped strengthen their memory. Results indicate that, there was a significant difference between the listening comprehension ability of those learners who are given frequent dictation and the listening comprehension ability of those who are not. To conclude frequent dictation was effective to improve students' listening skill of the ninth grade students of SMPN Taman Madya, Malang. (Kiany, 2012)

The previous and the present study has a similar purpose which is to find out the effect on the use of Dictation technique to improve students' listening skill by comparing the experimental and control group. The previous study using frequent dictation as a teaching strategy, while the present study using split dictation. The difference between the previous study and the present study is the object of study, the previous study was the ninth grade students of SMPN Taman Madya Malang, while the present study will be the tenth grade students of SMAN 1 Sukorejo, Kendal.

The next research working into this topic is entitled "The Use of Running Dictation Technique to Improve Students' Listening ability". It was a Quasi-Experimental Study which objectives of the study were to find out students' responses in listening task using running dictation technique and to find out how running dictation technique improve the students' listening ability. The researcher thought that Running Dictation is a fun technique to improve students' listening

ability. The result of this research indicate that most of the students in experimental group are witnessed to improve their listening ability compared with the control group, it is proved by the mean scores in the post test, the mean score of experimental group was 86,20 , while the control group was 78,41. The result of teacher interview and students questionnaire also showed that running dictation technique gives good contribution to improve the listening ability of Tenth Social 1 students of SMAN 1 Bawang-Banjarnegara in academic year 2014/2015. (Aini, 2015)

The previous and present study has a similar purpose which is to find out the effectiveness of dictation technique to improve students' listening skill by comparing the experimental and control group. The difference between the previous study and the present study is the use of dictation technique, the previous study using running dictation technique, while the present study using split dictation technique.

In addition, a study entitled "Improving Students' Listening Ability through Dictogram at the Tenth Grade Students of SMAN 1 Tanjung Bintang". The objective of this research was to know whether there is a significant improvement of the students' listening ability after being taught through dictogram technique. In conducting the dictogram, the researcher read the whole passage three times, while the researcher read the whole text, the students wrote the keywords, and then the students tried to write complete sentences. After conducting the research, the result shows that there was a significant different on the students' listening achievement after being taught using dictogram technique. It is proved by the mean scores in the

post test, the mean score of experimental group was 72,00 , while the control group was 66,44. The conclusion drawn from this research is dictogram can stimulate students' active participation and enhance students' listening ability in tenth grade of SMAN 1 Tanjungbintang. (Sari, 2014)

The previous and present study has a similar purpose which is to find out the effectiveness of dictation technique to improve students' listening skill by comparing the experimental and control group. The difference between the previous study and the present study is the use of dictogram, while the present study using split dictation technique.

Another research is entitled "Teaching Listening Comprehension Through Picture Dictation to the Tenth Grade Students of SMA Islam Az-Zahra Palembang" The aim of this study was to answer whether or not using picture dictation can improve the listening comprehension of the tenth grade students of SMA Islam Az-Zahra Palembang. This study applied one kind of creative dictation exercise that is picture dictation. Picture dictation exercise focuses on choosing and preparing a text in a clear visual term so that it can be used for picture dictation. In doing picture dictation, the students did not need to write down the sentences by the teacher. They only had to draw what they listened in form of pictures. In short, they express what they heard by drawing pictures. After conducting the research, the result shows that there was a significant improvement in listening comprehension among the students who were taught through picture dictation and those who were not taught through picture dictation. It is proved by the mean scores in the post test, the mean score of experimental group was 84,62 , while the control group was 77,69. To conclude,

Picture dictation is one fun way recommended to teaching listening comprehension. It can make the students interested in learning listening comprehension. (Dwinalida, 2012).

The previous and present study has a similar purpose which is to find out the effectiveness of dictation technique to improve students' listening skill by comparing the experimental and control group. The difference between the previous study and the present study is the use of dictation technique, the previous study using picture dictation technique, while the present study using split dictation technique.

Based on the statements above, it can be concluded that all the previous study and the present study has the similar purpose, which is to find out the effectiveness of dictation technique to improve the students' listening skill, but the present and the previous study using difference technique as a teaching media. The previous study used picture dictation, frequent dictation, dictogram, and running dictation, while the present study will use split dictation as a teaching listening media.

2.2 Review of Theoretical Studies

This subchapter discusses some theories which support this study. The researcher takes some relevant theories related to the topic from many sources.

2.2.1 Listening

Listening is the ability to identify and understand what others are saying, it means that listening is very important in our life. Listening become a communication channel that is most frequently used, especially when we communicate with other persons.

In order to be clearer, there are some definitions according to the experts. Brown (2001, p.249) stated that listening is an interactive process that involves the ears and the brain. The ears are to receive and select the sounds and the brain is to assign the meaning of the sounds. The process begins with someone's awareness and attention to sounds or speech pattern, proceeds through identification and recognition of specific signals, and ends in comprehension. Another definition from McErlain (1999), stated that listening can happen either inside the classroom or outside the classroom, it can be defined as the ability to receive and decode oral communication by processing a language sample. To listen successfully to the target language, someone or students need to be able to work out what speakers mean when they use particular words, and not simply to understand the words themselves.

In addition, Peterson (2001) stated that there are considerations for a teacher to make the classroom effective for the second language students, there is no other type of language input is as easy to process as listening. At the beginning stages of language study, before students have learned to read, speak or write well, by

listening they can have the connection to meaning in the new language. Through listening, learners can build an awareness of the language systems.

Based on the theories above, it can be concluded that listening is the important skill in English. To listen well, listeners must have the ability to decode the message. Listening has an important role in second language acquisition as well , so English language learners need to spend a great deal of time listening while developing other language skill abilities.

2.2.2 Split Dictation

Split dictation is one of the dictation techniques which can be used for students to improve listening skill. As stated by Rinvolucri (2002), split dictation is one of dictation techniques which can help students to get better score at their lisening test, also it helps students to correct errors in the context. The comparison of written work in pairs or small groups also helps students to become better at identifying their errors. According to Kidd (1992, p.53) split dictation is often acts as a memorization exercise or a spelling-checking activity where teacher dictate a particular passage by splitting the students into two groups in the classroom. It is an activity where students compare their version of the text to the original, it can increase their ability to notice aspects of the language while they are listening, and realize some mistakes which they commonly make.

Therefore Split dictation may be a suitable method that can work directly on the weak point in listening of the learners, because it may help learners to

identify sound, and translate into the written forms (Richard, 1992, p.54). Kidd (1992, p.56) described:

> Teacher stands between the two groups and reads the first dictation passage to group A, at a normal conversational speed, teacher then turns around and dictates the second phrase to group B. This pattern continues, with Teacher turning 180 degrees many times until the passage is completed. The task of each pair is to reconstruct the text, combining the two "half-texts" they have written down to produce a complete version.

Based on the theories above, it can be concluded that Split dictation is an interesting technique for students because they can experience different technique in improving their listening skill, and also the students will not get bored in the learning process. Using Split dictation method can make the students more interested to the learning process more than the conventional method they have experienced before.

2.2.3 Language-Teaching Technique

Language teaching technique is a process of teaching people to speak and understand a foreign language. Language is more than just the code, it also involves social practices of interpreting and making meanings. According to Cameron (2000, p.40) learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language than just learning in the classroom. However, these students will often have been introduced to the vocabulary and concepts of the new language for comprehending content.

People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language (Angela, 2009, p.16). In addition, Liddicoat (2009, p.18) stated that the understanding of language also affects what happens in the classroom and the ways in which learners begin to understand the relationship between their own languages and the languages they learned.

Scarino (2009, p.30) stated that teachers need to make sure with the technique that students are provided with opportunities to go beyond what they already know and to learn the aspects of language. When learning languages, teachers and students are working with language as an object of study and for learning. As stated by Anthony (2009, p.39) in teaching languages, the target language is not simply a new code for the students, it is also offer the opportunity for learning new concepts and new ways of understanding the world.

2.3 Theoretical Framework

This study is drawn based on Yonezaki (2014) theory. He stated that there are two reasons why listening should be more focused than the other three language skills. The first that high school students will be required to understand spoken english, if all the English classes are to be conducted in English only. The other is that listening comprehension is the easiest way in language acquisition. Moreover the basic of language is sound and there are languages without any written forms but no language without sound, so listening skills must come first. In this case the

teacher should find a proper way in learning process so the students can feel more interested to the lesson and more active in listening activity. Unfortunately, some students sometimes feel bored to the method used by the teacher. As a result the students do not seem to be interested to the lesson and just follow the lesson without getting important aspects. To solve the problem, teacher need to have some variations in listening learning process. Scarino (2009, p.35) stated that teachers need to make sure with the technique that students are provided with opportunities to get the important aspects about language. In the process of learning, teachers and students are working with method that can bring advantages and improve language skills.

In this study, the researcher also uses theory about the use of split dictation technique as learning strategies to improve students listening skill. According to R. Montalvan (2002, p.202), there are some advantages of split dictation;

a). Practice in careful listening to a speaker will be useful to learners in the future in the note taking activities, for instance, listening to lectures

b). Split dictation helps to develop short-term memory

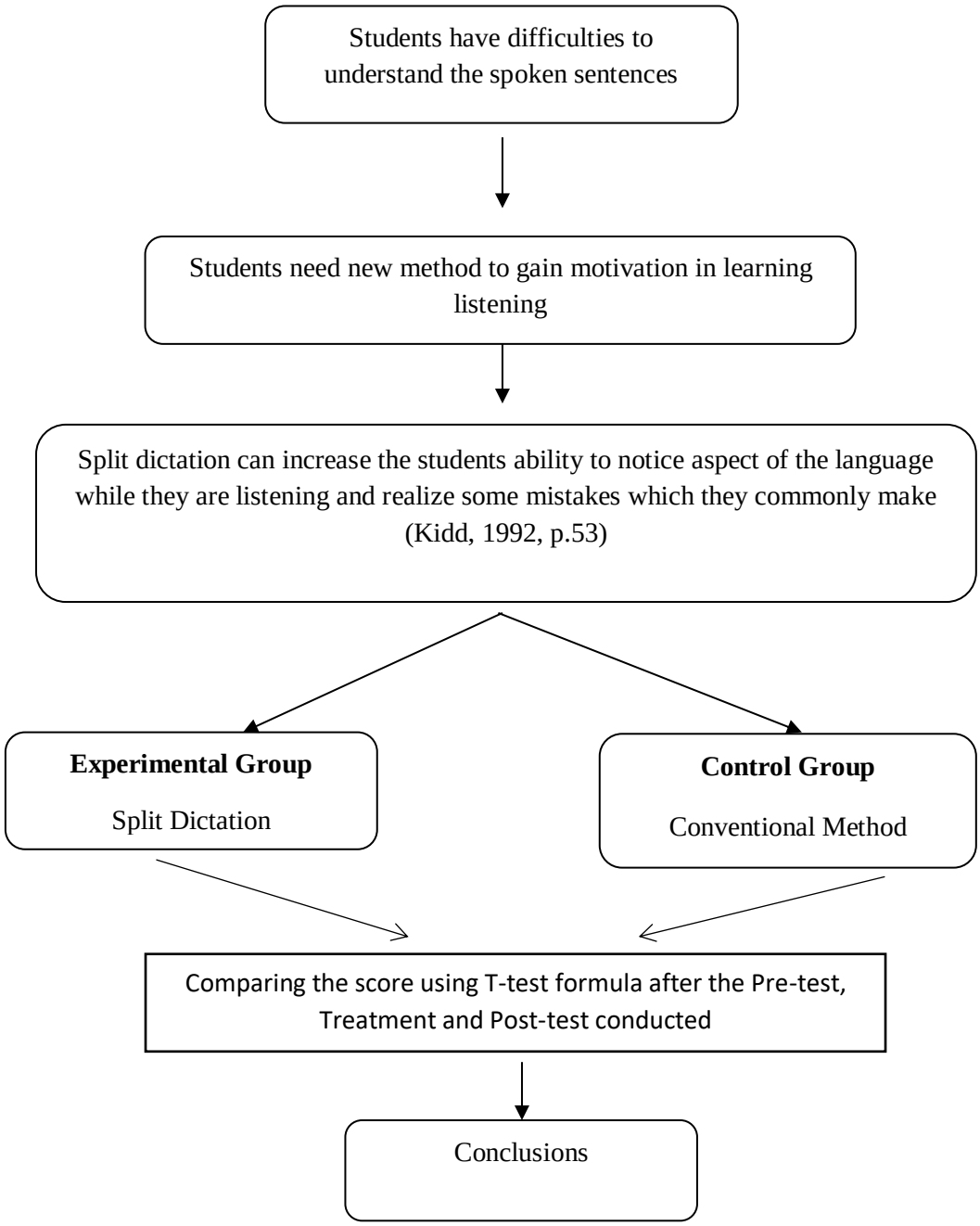
c). Split dictation can help learn grammar

d).Split dictation activity can add new vocabularies to the students' storage

e). Split dictation trains students to distinguish sounds

f).Split dictation helps to learn punctuation and develop aural comprehension

Based on the theory above, I assumed that split dictation is considered as alternative way to improve students' listening skills. This method could make the students to be a better listener and they can develop other language skills in English. Below is the diagram of the research framework of this research :



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the analysis and interpretation discussed in chapter IV, I am going to go further on the next discussion which covers two main parts. Those are: conclusions and suggestions. The more elaborations about those will be discussed as follows:

5.1 Conclusion

The objectives of this study are to find out whether or not split dictation technique is an effective technique to improve students' listening skill, and to find out whether or not there is a significant difference between students who were taught by using split dictation and those who were taught by using a conventional method. From the data obtained in this research, there are some points which could be taken as conclusion.

Firstly, the use of split dictation technique is effective to improve students' listening skill. It is proven by the improvement of the students' score in the pre-test and the post-test. The result showed that the implementation of split dictation technique could improve students' listening skill. The mean of students' score in experimental class improved from pre test to post test, from 67,361 to 82,7 while the control group improved from 66,527 to 77,638. After both of groups received different treatments, the average score of the experimental group increased 15.4 points to be 82.7 while the control group increased only 10.8 points to be 77.6. This

indicated that after getting the treatments, the experimental group got higher improvement than the control group.

Secondly, there is a significance improvement of the students' achievement after they had received the treatments by using split dictation. It is showed in the calculation of the t-test by using IBMM SPSS. The result showed that the score of the t-value (4.189) was higher than the t-table (1.994) for $\alpha = 5\%$ and df = 70; Sig (*2 tailed*) value 0.000 was lower than 0.05. Since the t-value was higher than the t-table, and Sig (*2 tailed*) value was lower than 0.05, it could be stated that there was a significant difference between the students' who were taught by using split dictation and those who were taught by using a conventional method.

In addition, based on the results of the questionnaire, it can be concluded that the students' responses to the split dictation technique were very good. The students felt fun and interested in the teaching and learning process.

After conducting this research the researcher found out that this technique has strengths and weaknesses. The strengths of using split dictaton is that split dictation helps the students to 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. Despite the advantages showed in the previous number, the weaknesses of using split dictation as a teaching media is as follows;

1) Split dictation is a time consuming test, 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 teachers can choose the kind of dictation which takes up more time while if the time is limited, they can pick the one which needs less time.

2) 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 split dictation method in listening test.

5.2 Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

Theoretically, the finding of this study is expected to develop further research. For next researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen as a literature when they have similar research. The researcher also hopes that the next researcher can explore other kinds of dictation technique as a new teaching strategy to improve students' listening skill.

Practically, the result of the study is expected to help students to be more active in the learning process. They should improve their understanding and

achievement in learning English especially in listening. They can use audio passage, music, article, or video as a medium to help them understanding english language. They also should study harder and practice English they have learnt.

Pedagogically, it is hoped that the result of this study will be useful for English teacher. The English teacher should prepare various and different media for teaching and learning process to avoid students' boredom. It is important for the teacher to maintain students' focuses which play important role in teaching learning process. Once students keep their focus they will be interested, and after they get interested to the teaching and learning process they will be better at the class in every classroom activities.

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