



**IMPROVING THE EIGHTH GRADE STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT
BY USING DICTATION TECHNIQUES AT SMPN I LEDOKOMBO
IN THE 2009-2010 ACADEMIC YEAR**

THESIS

Presented as one of the requirement to obtain the degree of S1
As the English Education Program of the Language and Arts Department
of the Faculty of Teacher Training and Education

by

**JESICA FRESTIN D.
NIM.030210401084**

**ENGLISH EDUCATION PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Willis Sunarto and Yetty Sulastri, thanks for your great support.
2. My uncle, Gatot Subroto who gave me a chance to study at college, I will never forget what you gave to me. You are my inspiration. Thanks a lot for everything, pakdhe.
3. My brother, Frans Sandi Maulana. You show me how to struggle with your way, I proud to be your sister, I love you dek.

MOTTO

NOTHING IS ENOUGH UNLESS IT IS THE BEST
(Everton F.C)

CONSULTANTS' APPROVAL SHEET

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At English Education Program, Language and Arts

Education Department, the Faculty of

Teacher Training and Education,

Jember University

By:

Name : Jessica Frestin Delvita
Identification Number : 030210401084
Place/Date of Birth : Jember, November 18th 1984
Program : English Education Program
Department : Language and Arts
Faculty : Teacher Training and Education

Approved by:

The First Consultant

The Second Consultant

Drs. ANNUR ROFIQ, MA, M. Sc.
NIP. 196810251999031001

Drs. SUDARSONO, M.Pd
NIP 131 993 442

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Day : Monday

Date : June 14th 2010

Place : The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chair Person,

The Secretary,

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 131 475 844

Drs. Sudarsono, M.Pd
NIP. 131 993 442

The Members;

1. Dra. Zakiyah Tasnim, MA
NIP. 19620110198702201

1.

2. Drs. Annur Rofiq, MA, M.Sc
NIP. 196810251999031001

2.

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar. S.H.M.Hum
NIP. 130 810 936

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Jember, May 2010

The writer

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SUMMARY

Improving the Eighth Grade Students' Listening Comprehension Achievement By Using Dictation Techniques at SMPN 1 Ledokombo in the 2009-2010 Academic Year; Jesica Frestin Delvita, 030210401084; 2010: 37 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Dictation is an ancient technique in teaching language. It is one of interesting ways to improve the students' listening comprehension achievement. Based on the observation done in SMPN I Ledokombo, it was found that the students were interested in studying English, but they found difficulties in listening. The eighth grade students' listening score was low, the students made mistakes in answering the questions from the teacher, like inappropriate vocabulary, wrong spelling, could not catch the content of the text, and they also could not distinguish the pronunciation well. Further, the dictation technique was once applied by the teacher but not optimally. In this school, there are four classes and each class has about 40 students. However, there was only one class that was chosen purposively, that was class VIII B, which consists of 40 students. The researcher selected this class based on the observation during the listening activity that was conducted by the researcher as the English teacher at this school. It was found that less than 75% students did not achieve the minimal score that is 64 based on SKM (Standard of minimum passing-grade or requirement). Considering the problem above, this research was undertaken to solve the students' problem by using dictation techniques as a technique in teaching listening.

The procedures of teaching listening using dictation according to Davis and Rinvoluceri (1988: 8-10), are: choosing the Text, and applying dictation. In this classroom action research, the technique was divided into note taking and partial dictation/cloze dictation. Those two techniques were used in each cycle. There were

two cycles in this research, each cycle was conducted in two meeting. The primary data about students listening achievement were gained from the listening test done in each cycle and also observation to measure the improvement of students' activity in listening by using dictation. Meanwhile, the supporting data were gathered from interview and documentation. The action were considered successful if 75% of the students did each indicator of observation stated in checklist and if 75% of the students achieved at least the minimal score that is 64 based on SKM (Standard of minimum passing-grade or requirement) of the listening test.

The results of listening test after the actions were given in two cycles, could be concluded that the use of dictation techniques could improve the second year students' listening comprehension achievement at SMPN I Ledokombo in the 2009-2010 academic year. The improvement could be seen from the students' mean score of the test (M=69.9) in the second cycle that was better than their mean score in the first cycle that was 48.5, or achieved the standard mean score requirement (64). This means that the target of the students' listening comprehension achievement was classified fair. This improvement happened because the teaching techniques of listening were revised by choosing the text with familiar story for the students, Reading the text more clearly, turning up the volume, and using more gestures.

The results of observation on students' activity showed that the use of text dictation techniques could improve the eighth grade students' activity in listening. In the first cycle, the teaching listening activity was not so good as what was expected. On the average, the percentage of the students' involvement in the process of teaching listening was only 45% in the first meeting and 50% in the second meeting. It could be said that the students were passively involved in the process of teaching listening in the first cycle. But, in the second cycle the percentage of students' involvement in the process of teaching listening increased from 77% in the first meeting to 80% in the second meeting. This improvement happened because of some revision, they were; choosing the text with familiar story for the students, Reading the text more clearly, turning up the volume, and using more gestures in teaching

listening technique. Therefore, the students could understand the content of the text that was dictated by the teacher so that they became active during the teaching listening process.

Based on the results above, it could be concluded that the use of dictation techniques could improve the students' listening comprehension achievement and the students' activity in the teaching learning process of listening. Then it is suggested to the other English teachers to use dictation techniques if she has problem in improving students' listening comprehension achievement and students' activity.