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## **MOTTO**

**Lost Time is never found....**

**It is better to do well than to say well, because  
good behaviour doesn't need any words..... 😊**

## **DEDICATION**

This thesis dedicated to:

1. My lovely parents (Imam Muslim and Siti Rukayah) who always give me support to finishing this thesis.
2. My lovely brothers (M. Abdul Maki and M. Nur Rohman) who have given me spirit to doing this thesis.
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6. My future husband who has been waiting for me.

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states that this thesis is truly my original work. It doesn't incorporate any material previously written or published by another person except those as indication in quotation and bibliography. Due to the fact, I am the only person who responsible for this thesis. If a later time it is found that this thesis is plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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## ABSTRACT

Maghfiroh, Any Farikhatul. Student Registered Number. 2813123042. 2016. *The Effectiveness of Dictation Technique on Listening Ability of The First Grade in MTSN 2 Tulungagung*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islami Institute (IAIN) of Tulungagung. Advisor: Dr. Sukarsono, M.Pd.

**Keywords:** effectiveness, dictation technique, listening ability

Listening is one of English skills learnt by the students besides three other skills: speaking, reading, and writing. By listening to the language around them, the students are expected to get knowledge of speaking and get introducing to writing. Basically, the students can hear certain words or sentences what the speaker have said, but, they cannot listen clearly and it makes them difficult to write down the words into correct form. One of teaching technique used in teaching listening is dictation technique. In dictation technique, students will be focus on the sentences or words being dictated because they should listen and memorize what they have heard.

The formulation of the research problems were: 1) how is the students' listening ability before being taught by using dictation technique? 2) how is the students' listening ability after being taught by using dictation technique? 3) is there any significance difference of students' listening ability before and after being taught by using dictation technique?.

The objectives of this research were to: 1) find out the students' listening ability before being taught by using dictation technique. 2) find out students' listening ability after being taught by using dictation technique. 3) know the significance difference of students' listening ability before and after being taught by using dictation technique.

The research design in this research was pre-experimental design with quantitative approach. The population of this research were all of the students of first grade in MTsN 2 Tulungagung in academic year 2015/2016 which consists of seven classes. Each class consist of 28 up to 35 students. Total of population is 212 students. The samples were the students of VII-G in MTsN 2 Tulungagung in which total 35 students; but, only 31 students who have done both of pre-test and post-test. Four of them were absent when the researcher conducted the test. This research instrument was test and the data analysis was using T-test.

The result showed that the students' mean scores in listening before they are taught by using dictation technique was 65.1613. While, the students' mean scores in listening after they are taught by using dictation technique was 77.2581. The result showed that the students' score of post-test was better than students' score of pre-test. The  $t_{count}$  was 4.979, and  $t_{table}$  with significance value 5% and df 30 was 2.042. Hence,  $t_{count}$  is greater than  $t_{table}$ . So, the Null Hypothesis ( $H_0$ )

which states there is no significant difference between the students' listening ability before and after being taught using dictation technique is rejected and Alternative Hypothesis ( $H_a$ ) which states there is significant difference between the students' listening ability before and after being taught using dictation technique is accepted. It can be inferred that the dictation technique is effective to teach listening to the students at MTs level.

## ABSTRAK

Maghfiroh, Any Farikhatul. Nomer Induk Mahasiswa. 2813123042. 2016. *The Effectiveness of Dictation Technique on Listening Ability of the First Grade in MTSN 2 Tulungagung*. Sarjana Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. IAIN Tulungagung. Pembimbing: Dr. Sukarsono, M.Pd.

Kata Kunci: keefektifan, teknik dikte, kemampuan mendengarkan

Mendengarkan adalah salah satu kemampuan bahasa Inggris di pelajari oleh siswa selain tiga kemampuan lainnya, yaitu kemampuan berbicara, membaca, dan menulis. Dengan mendengarkan bahasa di sekitar mereka, siswa diharapkan mendapatkan pengalaman berbicara dan mendapatkan pengenalan dalam menulis. Pada umumnya, siswa dapat mendengarkan kata ataupun kalimat-kalimat tertentu yang telah diucapkan oleh pembicara, tetapi mereka tidak bisa mendengarkan secara jelas dan itu membuat mereka kesulitan untuk menuliskan ke dalam kata-kata atau kalimat yang benar. Salah satu teknik mengajar yang digunakan dalam mengajar kemampuan mendengarkan yaitu teknik dikte. Dalam teknik dikte inilah siswa akan fokus pada kalimat-kalimat ataupun kata-kata yang didiktekan karena mereka harus mendengarkan dan menghafal apa yang telah mereka dengar.

Rumusan masalah dalam penelitian ini yaitu: 1) Bagaimana kemampuan mendengarkan siswa sebelum diajar menggunakan teknik dikte? 2) Bagaimana kemampuan mendengarkan siswa setelah diajar menggunakan teknik dikte? 3) Apakah ada perbedaan kemampuan mendengarkan siswa antara sebelum dan sesudah diajar menggunakan teknik dikte?.

Tujuan dalam penelitian ini yaitu untuk: 1) mengetahui kemampuan mendengarkan siswa sebelum diajar menggunakan teknik dikte. 2) mengetahui kemampuan mendengarkan siswa sesudah diajar menggunakan teknik dikte. 3) mengetahui perbedaan kemampuan siswa dalam mendengarkan antara sebelum dan sesudah diajar menggunakan teknik dikte.

Penelitian ini menggunakan model penelitian pre-experimental dengan pendekatan kuantitatif. Populasinya adalah semua siswa kelas VII MTs N 2 Tulungagung tahun ajaran 2015/2016 yang terdiri dari tujuh kelas. Setiap kelas terdiri dari 28 sampai 35 siswa. Jumlah keseluruhan populasinya yaitu 212 siswa. Sampel dalam penelitian ini adalah siswa kelas VII G yang terdiri dari 35 siswa; tetapi hanya 31 siswa yang mengikuti pre-test dan post-test. Karena 4 siswa lainnya tidak masuk ketika peneliti memberikan pre-test dan post-test. Alat yang digunakan untuk meneliti dalam penelitian ini adalah test dan analisis datanya menggunakan T-test statistik.

Hasil dari penelitian menunjukkan bahwa nilai rata-rata siswa dalam kemampuan mendengarkan sebelum diajar menggunakan teknik dikte adalah 65.1613. Sedangkan, nilai rata-rata siswa dalam kemampuan mendengarkan



sesudah diajar menggunakan teknik dikte adalah 77.2581. Dari hasil keduanya telah menunjukkan bahwa nilai pos-tes lebih tinggi dari pada nilai pre-tes. Hasil penghitungan  $t_{count}$  memperoleh nilai 4.979, dan  $t_{table}$  dengan nilai signifikan 5% dan df 30 adalah 2.042. Dari hasil tersebut diperoleh bahwa  $t_{count}$  lebih besar dari pada  $t_{table}$ . Jadi, hipotesis nol ( $H_0$ ) yang menyatakan tidak ada perbedaan kemampuan siswa dalam mendengarkan antara sebelum dan sesudah diajar menggunakan teknik dikte telah ditolak, dan hipotesis alternatif yang menyatakan ada perbedaan kemampuan siswa dalam mendengarkan antara sebelum dan sesudah diajar menggunakan teknik dikte telah diterima. Maka dari itu dapat disimpulkan bahwa teknik dikte efektif untuk mengajar kemampuan mendengarkan di tingkat MTs.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 6<sup>th</sup>, 2016

The writer

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