

CHAPTER I

INTRODUCTION

1.1 Background of Research

Language is a means of communication. By using language people can express their feelings, thoughts, and minds. People use language to communicate with other in fulfilling their daily needs. Ramelan (1992) said that English is the first foreign language to be taught in Indonesia. It is taught from elementary school up to university. As the first foreign language, English is considered difficult to learn by Indonesian students because learning English is something new for them. It is different from learning their native language. They have been surrounded by their mother tongue and spoken in their native language since their childhood. By this case, many problems appear in learning process, especially for the students of junior high school. In teaching and learning process students must demonstrate proficient skills: listening, speaking, reading and writing.

One of the important aspects in learning a foreign language is listening. Listening plays an important role in the language learning. It is a demanding process, not only because of the complexity of the process itself but also due to factors that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message. It gives the learner information from which to build the knowledge necessary for using the language. Listening provides the necessary input for learners to acquire the language needed for practicing a language.

In Listening students are expected to be able to identifying main idea, listening for detailed information, predicting and guessing words. They are also expected to be accustomed to the attentive of text.

However, the above ideal condition is too far from the reality. There is an extreme gap between what the institution expects and the real condition. One of the weaknesses which the students have in learning English based on the researcher's observation is listening competence. Most of them get difficulties in identifying main idea, predicting and guessing words. The condition is influenced by many factors. One of them is students did not have the courage to explain or to ask their difficulties to the lecturer. They could not solve the problem given by their lecturer.

Actually there are several techniques in teaching English as a foreign language to increase the students' motivation to pay attention to the items being taught. One of them is to improve the students' ability by using cloze dictation in English class.

Cloze dictation is teaching technique to know how far the students understand about text. It means that the students are given a written version of the text (along with the spoken version) where the written passage has certain portions left out. Weir (1998) said "Cloze tests are intended to assess the test taker's ability to decode interrupted or mutilated message by making the most acceptable substitutions from all the contextual clues available". There are several methods for deleting words on cloze tests. Some researchers have preferred a random deletion of words and others have opted for a selective deletion. Cloze

tests, however, have traditionally consisted of the regular or systematic deletions of words from a text (usually every 5 to 10 words) and their replacement by even-length blank lines. The students must listen to the spoken material and fill in the blanks in the written version. Other factors being equal, cloze dictation is an easier task from the students' point of view though it takes more effort to prepare from the vantage point of the examiner. It is easier to perform because more sensory information is given concerning the message - a cloze written version and a complete spoken version. This technique is extremely useful for testing both reading and listening ability. It is challenging so; the students get more vocabulary from learning words based on the context.

Listening is one factor which gives great influence in English and it is one alternative to solve the ability of students to understand text, structure, and vocabulary. However, this research only focuses on the ability of students in the second grade of SMPN 3 Pamarican to listen text orally by using cloze dictation technique.

Based on the description above the researcher is interested in the use of experiment for improving student's ability in listening by using cloze test, because cloze dictation is proposed as an alternative way to sharpen the students' thought and their sense of analysis. It is also good to stimulate the students to think fast and accurately (in this case, it is used when the students have to fill the blank space).

The most important thing is that the choice of cloze test must be able to raise the students' curiosity and their enthusiasm to practice listening without fear

or feeling bored. Hopefully it will help the students to understand texts by using cloze dictation, especially if it is done gradually and continuously. This is why researcher studies on *“The Effectiveness of Cloze Dictation as a Technique to Improve the Students’ Listening Skills”*.

1.2 Research Question

The aim of this research is directed to present a complete description clarifying the main points of:

1. To what extent is student’s ability in listening before using cloze dictation technique?
2. To what extent is student’s ability in listening after using cloze dictation technique?
3. How significant is the influence of cloze dictation technique in teaching listening?

1.3 Purpose of research

Based on the questions formulated above, the purposes of the study are:

1. To find out the students ability in listening before using cloze dictation technique.
2. To find out the students’ ability in listening after using cloze dictation technique.
3. To find out the significant influence of cloze dictation technique in teaching listening skills.

1.4 Significances of Research

It is expected that this research has some significances both theoretically and practically.

1. Theoretical Significance

Theoretically, this research provides alternative significances of the influence of cloze dictation technique in measuring students listening skills. Hopefully, the technique is more effective for increase listening comprehension skill.

2. Practical Significance

a. For the students

- a. The students' English listening skill increases
- b. The students are trained to understand cloze dictation frequently
- c. The students' vocabulary will increase automatically

b. For the teachers

- a. It increases teachers' high creativity, professionalism, and dedicated to each series of academic achievement continuously in English.
- b. It will help the teacher to facilitate the teaching process and to solve the problem of listening difficulties.

c. For other researcher

Other researchers can use the result of this research as a comparative study.

1.5 Rationale

The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning (Mally and Chamot: 1990). In addition, according to Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

One of the techniques in listening skill is by using cloze dictation. Listening cloze tasks is sometimes called cloze dictation or partial dictations. This requires the test-takers to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. In listening cloze task, the test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear. Other listening close tasks may focus on a grammatical category such as verb tenses, article, two-word verbs, preposition, or transition words or phrases. Unlike standard reading cloze, in listening cloze, deletion is governed by the objective of the test, not by mathematical deletions of every word; and more than words may be deleted.

According to Weir (1998) "Cloze tests" (cloze dictation) are intended to assess the test taker's ability to decode interrupted or mutilated message by making the most acceptable substitutions from all the contextual clues available. There are several methods for deleting words on cloze tests". According Pikulski and tobin (1982), cloze tests measure the reader's ability to use contextual clues to

derive meaning. Theorists have suggested that the ability to use contextual clues in order to derive meaning is a crucial step in the development of overall reading comprehension”.

Cloze dictation is very essential in that it is the basic skill needed in learning any subjects. It is a thinking activity which involves comprehension strategies of the listener to gain knowledge. By using cloze dictation students are learning how to apply the language they have learned in the classroom to situations that could happen outside the classroom. The concept of transfer involves taking what one knows from one context and applying it in another, thereby showing that one actually understands that concept. This is an excellent way to gauge student understanding of particular concepts.

According to Oller and Jonz (1994) “cloze test (cloze dictation) as a research tool is a practical measuring method”. In addition, some students encounter problems to activate those skills in listening comprehension. These problems were indicated that students can not identify discriminate sounds, identify main idea, and listen for detailed information. Those factors considered as the sources that caused the problems mentioned above.

Cloze dictation is an easier task from the students’ point of view though it takes more effort to prepare from the vantage point of the examiner. It is easier to perform because more sensory information is given concerning the message - a cloze written version and a complete spoken version. This technique is extremely useful for testing both reading and listening ability. It is challenging so; the students get more vocabulary from learning words based on the context.

The diagram below will make it clearer:

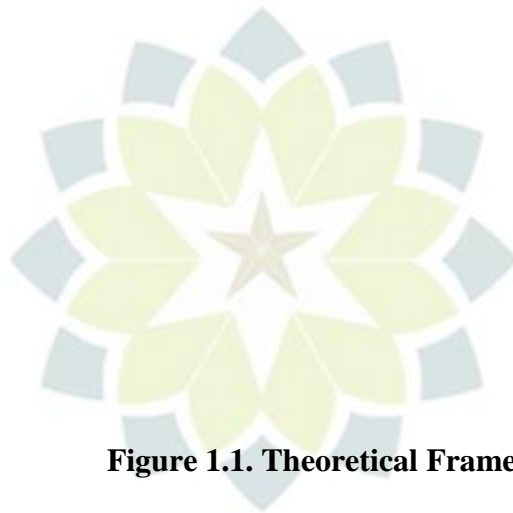


Figure 1.1. Theoretical Framework

The diagram above tells about teaching listening by using cloze dictation. Firstly is pre-test, in a pre-test the researcher give some test to the students' concerned cloze dictation. Additionally, a pre-test gives basic information for the researcher about the weakness and excess from the students. Secondly is a treatment by using cloze dictation. In a treatment the researcher teach students by using cloze dictation. The treatments is about four times, where the researcher know about the influence a cloze dictation technique to improve the students listening skills. Finally is a post- test. Post - test is a final test from the students. After the researcher gives some treatments, the researcher gives final test to the class. The purpose is to know the differences the students ability in listening. The

result score from the class determine the success or not teaching listening by using cloze dictation technique.

1.6 Hypothesis

According to Arikunto (2006: 71) hypothesis is a tentative assumption of research problems, until knowing the evidence of the data that was collected. This research has two variables there are cloze dictation as variable X and students listening skill as variable Y. The explanation above can be formulated a hypothesis of the use cloze dictation as a technique and it's improve on student's listening skills.

In this research the hypothesis is stated as follows:

1. H_0 accepted if $t_{count} < t_{table}$. It means that cloze dictation has no influence on students listening mastery.
2. H_a accepted if $t_{count} > t_{table}$. It means that cloze dictation has influence on students listening mastery.

1.7 Research Methodology

1.7.1 Method of Research

According to Cresswell (1994), research design is the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing. This study uses an experimental design of research.

Cresswell (1994) stated that experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or

materials make a difference in results for participants. Assessing the impact by giving one group one set of activities (called an intervention) and withholding the set from another group.

This research uses the quasi-experimental, one-group pre-test and post-test design. This research design covers one group that is observed in pre-test step then given the treatments and post-test. The researcher decides to use this research design because the sample is only one class (one group) that consists of 30 students. The researcher will compare students' performance (score) before and after the treatment. The illustration is like below:



Figure 1.2 Quasi-Experimental (Pre-test & Post-test Design)

(Creswell, 2010)

Notification:

O₁ : Pre-test (Test before learning using cloze dictation)

X : Treatments by using cloze dictation

O₂ : Post-test (Test after learning using cloze dictation)

1.7.2 Research Site

This research will take place in SMPN 3 Pamarican (Junior High School) Pamarican Ciamis. This school is chosen by the researcher because it is located in the rural area. Moreover, the students in the village have many

differences with the students in the city. The students in the village learn English with a simple media and simple learning technique. In addition, the students lack of listening skills. Furthermore, the students can not to understand the meaning of English and they did not have many vocabulary. Additionally, the researcher tried to use the cloze dictation technique to teach listening skills. Hopefully, the technique can make the students more understand about listening and the student can enrich their vocabulary.

Therefore, the researcher decides to try the cloze dictation to teach in this school to increase students' interest in English and improve the students' listening skills.

1.8 Population and Sample

a. Population

According to Arikunto (2006), population is overall subject of the study. When the people wants to examine all the elements that exist in the area of the research, the research is the study of population. Study or research is also called study or study population census

The population is taken from the students of second grade in SMPN 3 Pamarican that contain 100 students divided into four classes. It is only one class involved in this experiment.

b. Sample

According to Arikunto (1998:117), "*Sampel adalah sebagian atau wakil populasi yang diteliti*".

Crowl (1996:8) said that samples are subsets of people used to represent populations.

In this study, the samples were the second grade students of SMPN 3 Pamarican Ciamis. They were chosen because in their second grade, they were still not be able to recognize English words correctly.

The sampling method used by the researcher is purposive sampling. In addition, purposive sampling is taking the samples by several of reasons. In this research, the sample was chosen because they are still considered as the beginner in learning English, and still find the difficulties in listening English words. Therefore, by trying out the method to them, the researcher wants to help the students to improve their listening skills.

1.9 Technique of Collecting Data

To collect the data, the researcher will do some steps as follows:

a. Test

The test is very important to easily gain the data. The test were be given twice, pre-test and post-test. Pre-test is purposed to know pre description about students' listening skill. While the post-test aims at gaining the data after applying the technique.

The researcher was managing four meetings which the first meeting is for doing the pre-test. The second until three meeting is for giving the treatment, in this case is cloze dictation. Finally, the last meeting is for the post-test.

b. Treatment

- Pre-Dictation

In the pre-dictation activity, the students must get the necessary background information they need to know what the topic is about. The researcher can help students get ready for the dictation by helping them understand something about the topic they will be listening. They can also teach the vocabulary that may be unfamiliar to the students. Finally, the researcher should allow students to make some predictions about what the students were hear during the dictation.

- Treatment-Dictation

The researcher sets some tasks the students must do whilst listening to cloze texts so that they can filter out (or ignore) what is not important for their comprehension and write the texts down correctly. Remember, the filtering helps the students to concentrate on comprehending the information that is useful in doing the comprehension tasks the researcher has set.

The process of treatment as a table bellow:

Table 1.1

Table of Treatments

Treatment	Competence Standard	Basic Competence	Indicators	Objectives	Materials and Equipment	Method	Time Allocation
1	Comprehending concepts and rhetoric development	Students will be able to increase their understanding	1.Discriminating sounds 2. Identifying	Through functional texts students will be able to	1.A monologue text	Cloze dictation:	2 x 45 minutes

	represented in written discourses, as shown in simple text such as descriptive, narrative, and recount.	about the information in the functional texts.	the main idea 3.Listening for detailed information	discriminate sounds. 2.Students will be able to outline the main ideas of functional texts. .Through functional texts students will be able to listen the detailed information of functional texts.	2. Work sheet	- Narative text	
2	Comprehending concepts and rhetoric development represented in written discourses, as shown in simple text such as descriptive, narrative, and recount.	Students will be able to increase their understanding about the information in the functional texts.	1.Discriminating sounds 2. Identifying the main idea 3.Listening for detailed information	.through functional texts students will be able to discriminate sounds. 2.Students will be able to outline the main ideas of functional texts. .Through functional texts students will be able to listen the detailed information of functional texts	1.A monologue text 2. Work sheet	Cloze dictation: - Narrative text	2 x 45 minutes

- Post-Dictation

Finally, the researcher can present post-dictation activities. In these activities, the researcher will give the students a chance to check their comprehension of the speech in light of the purpose (or purposes) the researcher set up for the students.

The reason why the researcher used this test is to know the result of student listening skill.

c. Observation

Observation aims at knowing the real condition of SMPN 3 Pamarican. It needs to be done because the profile of school will be needed for this research.

1.9 Data Analysis

a. N-Gain

After acquiring data from pre-test and post-test, the data can be analyzed to know the development of students' listening skills after applying cloze dictation. To know the development of students' cloze dictation, normal gain (d) is used with the formula:

Normal gain score acquired is then interpreted into the table below:

Table 1.2

Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Hake, 1999)

The conversion score of number and character scoring is stated below:

Table 1.3

Conversion Score

Score	Character	Interpretation
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007: 245)

b. Testing the normality for pre-test by conducting the procedure as follow:

1) Determining the range (R) of data

Formula:

$$R = \text{the highest score} - \text{the lowest score} + 1$$

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

2) Determining the class interval (K)

Formula:

$$K = 1 + (3,3) \log n$$

(Sugiyono, 2009: 35)

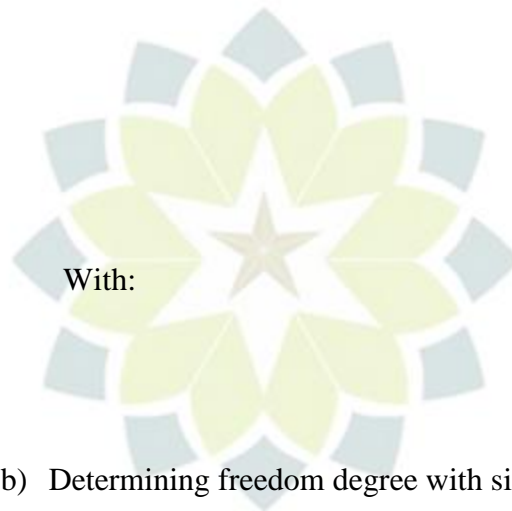
3) Determining the length of class interval (P)

Formula:

(Subana. et al, 2000: 40)

4) Making the table of distribution of frequency

a) Counting deviation standard



(Sugiyono, 2009: 58)

With:

b) Determining freedom degree with similarity

c) Determining value of χ^2 from table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

5) Determining normality test criteria

Normality test with determination as below:

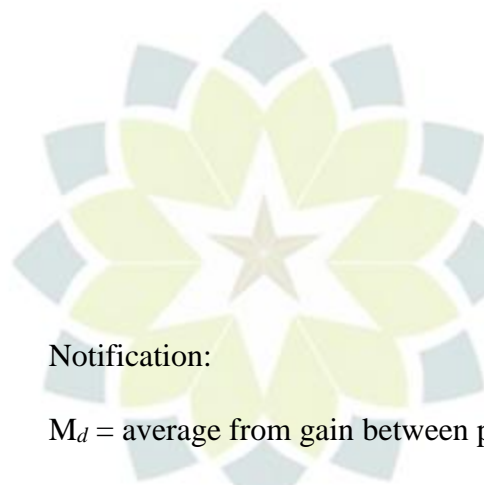
- Data is normal if $\chi^2_{count} < \chi^2_{table}$
- Data is abnormal if $\chi^2_{count} > \chi^2_{table}$

6) Homogeneity Test

c. Hypothesis Test

Hypothesis test is used to know the influence of cloze dictation. To test the hypothesis is by testing statistic data.

- 1) If the data is distributed normally, so parametric statistic test is conducted that it's t-test.



(Subana. et al, 2000:132)

Notification:

M_d = average from gain between pre-test and post-test

d = score gain of post-test toward pre-test each object

n = number of subject

The next step is determining table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is significant influence toward students' listening skills after being treated by cloze dictation.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant influence toward students' listening skills after being treated by cloze dictation.

- 2) If the data of distribution is abnormal, it is conducted

Willcoxon Test:

(Sugiyono, 2009: 136)

Notification:

T = number of the lowest range/rank



(Sugiyono, 2009: 136)

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$, so, H_a is rejected and H_0 is accepted.
- $Z_{count} < Z_{table}$ so, H_a is accepted and H_0 is rejected.

In summary, the data acquired is to prove the research circumstance including teaching and learning process before and after using the alternative method and to know the significant influence after being exposed by the method. Thus, the absolute result of data analysis will appear.