

The Effect of Cloze Dictation in the Development of Listening Comprehension at the Eleventh Grade Students of SMA HKBP 2 Tarutung

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Abstract

Penelitian ini berfokus untuk mengetahui pengaruh teknik cloze dictation terhadap perkembangan listening comprehension pada siswa kelas XI SMA HKBP 2 Tarutung. Penelitian ini dilakukan dengan desain kuantitatif. Kelas eksperimen diajar menggunakan teknik pengajaran cloze dictation, sedangkan kelas kontrol dibelajarkan tanpa menggunakan teknik cloze dictation. Instrumen pengumpulan datanya adalah tes menyimak. Penulis mengambil 20 siswa sebagai kelas eksperimen. Pengumpulan data dilakukan dengan memberikan tes. Tes yang digunakan adalah pre-test dan post-test untuk kedua kelas. Rata-rata nilai pre-test dalam menggunakan teknik pengajaran cloze dictation adalah 55 dan pre-test dalam pembelajaran konvensional adalah 41. Rata-rata skor post-test dalam menggunakan teknik cloze dictation adalah 84 dan post-test dalam pembelajaran konvensional adalah 45. data dianalisis dengan menggunakan uji-t. Hasil perhitungan menunjukkan bahwa t hitung (3,24) lebih besar dari t tabel pada taraf signifikansi (α) 0,05 dengan derajat kebebasan (df) 38. Artinya terdapat pengaruh yang signifikan penggunaan teknik pengajaran cloze dictation pada siswa dalam pemahaman mendengarkan. Jadi, hipotesis nol (H_0) ditolak dan alternatifnya H_a .

Kata Kunci: *Dikte Cloze, Pemahaman Mendengarkan.*

Abstract

This study focuses on knowing the effect of cloze dictation technique on the development of listening comprehension at eleventh grade of SMA HKBP 2 Tarutung. This research was conducted with a quantitative design. The experimental class was taught using the cloze dictation teaching technique, while the control class was taught without using the cloze dictation technique. The data collection instrument is listening test. The writer took 20 students as an experimental class. Data collection is done by giving a test. The tests used were pre-test and post-test for both classes. The average pre-test score in using cloze dictation teaching techniques is 55 and the pre-test in conventional learning is 41. The average post-test score in using cloze dictation techniques is 84 and the post-test in conventional learning is 45. The data were analyzed by using the t-test. The results of the calculation show that t count (3.24) is greater than t table at a significance level (α) 0.05 with degrees of freedom (df) 38. This means that there was a significant influence of use cloze dictation teaching techniques on students in listening comprehension. So, the null hypothesis (H_0) is rejected and the alternative H_a .

Keywords: *Cloze Dictation, Listening Comprehension*

INTRODUCTION

There are four skills in learning English which have to be learned by students. They are listening, speaking, reading, and writing. Of those four language basic skills, listening is the most difficult skill to be mastered by students. In listening, one should focus, have full attention, and have a high concentration on what someone says, so he or she can get the information and recall it when needed. He should have strong memory to memorize what he has listened to. Listening is not just only a process of hearing it is a complex process.

Listening in school especially in Senior High School has weakness in the process of listening to the words spoken speech by teachers. Listening is not merely the process of a unidirectional receiving of audible symbol. Listening is a one-way street.

This view is on the idea of transmitting information from speaker to listener. It is the process by which the listener's role interacts with the listening context. It involves an active response to a communicative situation and interpretation by the listener. Therefore, good facilities are needed in the knowledge transfer process, especially for the achievement of a second language to support the teaching and learning process.

In this case, the researcher used closed dictation in developing listening comprehension. The reason the researcher chose SMA HKBP 2 Tarutung as the research location was because the researcher had taught at the school and chose the title listening comprehension based on the researcher's personal experience. When the researcher taught at SMA HKBP 2 TARUTUNG. The researcher found that many students still had difficulty recognizing the sound, meaning, and content of words in English when they heard the spoken version. This shows that students' ability in listening comprehension is still low. Therefore, the researcher took the initiative to conduct research to improve students' listening comprehension by using closed dictation. The researcher realizes that it is very important to know the level of students' ability in listening from an early age through the cloze dictation technique.

In teaching listening, they only listen to the text without understanding the text. The teacher also did not ask what the text was about. The teacher gives some questions to students without discussing the questions, if students find difficulties. Then, the teacher only asks students to do the assignment without paying attention to whether the students understand or not about the text. So, the teacher does not know the students' difficulties in listening comprehension. The students can only listen loudly but they cannot understand about what they are listening to. Furthermore, to improve students' listening comprehension, teachers must implement effective strategies in teaching listening. In teaching listening, there are several techniques to increase students' motivation, to pay attention, to improve students' listening comprehension. One of them is to improve students' ability by using cloze dictation in English class. In teaching listening, there are several techniques to increase students' motivation, to pay attention, to improve students' listening comprehension. One of them is to improve students' ability by using cloze dictation in English class. Cloze Dictation is a teaching technique to find out how far students understand the text. This means that students are given a written version.

Of the text (along with an oral version) where the written part has certain parts left out. 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 student's point of view although it requires more effort to prepare from the examiner's point of view. It is easier to do because more sensory information is provided regarding the closed written version of the message and the full oral version. This technique

is very useful for testing reading and listening skills. It is challenging so students gain more vocabulary from learning words based on context. In this case, the researcher used close dictation to improve students' listening comprehension.

To get accurate result about the effect of Cloze Dictation on the student's listening comprehension, the researcher choose the title "The Effect of Cloze Dictation in the development of listening comprehension at the eleventh grade students of SMA HKBP 2 Tarutung".

METHOD

The research design that will be used in this research is experimental quantitative. The purpose of this study was to see whether the use of the cloze dictation technique could improve the development of students' listening skills. Through this study, causally related theories could be tested in a meaningful way. In other words, the experimental method is the best way to solve educational problems, both practical and theoretical, and also the best way to build more advanced education as a scientific subject. As defined by Sugiyono (2014:72), experimental research can be used to examine the effect of treatment on others in uncontrolled settings. The population of this study the authors of this study identified every class XI student at SMA HKBP 2 Tarutung. At SMA HKBP 1 Tarutung, there are 5 classes of class XI students, corresponding to grades XI-1 to XI-3, and each class has 20 students. The control class and the experimental class were the two classes the authors attended for this study. Researchers will use 2 classes, namely class XI-3 as the experimental class and class XI-1 as the control class. As usual, there are 20 students in each class. While the control group will only use a standard approach to learning, the researcher will use the brainstorming teaching style in the experimental class. The instrument of Collecting data of this research is a listening test. The test that will be carried out by students is to answer questions to test whether students understand what they hear or not. In collecting data, there are steps taken by researchers. Researchers used tests in data collection techniques. The test will be used to measure or determine a person's competence or ability to achieve a goal. Data collection is done by giving a listening test. The test will be given before and after the test.

FINDINGS AND DISCUSSION

Findings

The Results of Pre-Test and Post-Test in the Experimental Group

At this point, the researcher explains the post-test and pre-test scores in the experimental class. The value in this study was taken from the student's score. The score was obtained from the results of other pre-test and post-test. In this study, the Researcher uses a Listening test by finding a solution to a problem by forming a study group. The results of the pre-test and post-test with Clozed Dictation can be seen in the following table:

Table 1. The Results of Pre-Test and Post-Test in the Experimental Group

No.	Name	Pre-test	Post-test
1.	ML	45	87
2.	MS	55	88
3.	NT	43	80
4.	PS	70	90
5.	RG	50	88
6.	RP	46	80
7.	RPA	43	85
8.	SH	60	85
9.	SP	42	79
10.	SS	55	88
11.	TM	45	78
12.	TP	50	85
13.	TPA	46	75
14.	TS	45	85
15.	YS	46	86
16.	AT	45	85
17.	LS	46	86
18.	LSI	60	83
19.	LA	54	88
20.	MP	66	90
Total		1031	1681
Mean		52	84

From the table above, we can see that the total score of the pre-test using Clozed Dictation is 1031. Based on the total pre-test scores above, the researcher concluded that the average pre-test score using Clozed Dictation was 52 . After the researcher was given treatment, the post-test was then carried out. The total post- test score is 1.681, so based on the total score above, the average score is 84.

The Results of Pre-Test and Post-Test in control class

In this point, the researcher explains the post-test and pre-test scores in the control class. Before the researcher conducted the test to the students, the researcher made a test for the students. The resercher makes a Listening test, so that researcher can determine students' abilities. In this study, the researcher made a pre-test and post-test so that researcher could find out the significant differences between the tests of students who had been taught using Clozed Dictation and non- Clozed Dictation techniques. Here we can see the table:

Table 2. The Results of Pre-Test and Post-Test in control class

No.	Name	Pre-test	Post-test
1.	AP	40	54
2.	AH	41	52
3.	AHU	37	55
4.	BP	37	48
5.	CL	40	55
6.	CP	39	50
7.	DN	40	52
8.	DS	50	65
9.	DSI	55	60
10	LS	32	52
11.	LK	34	50
12	FH	60	65
13.	GS	35	50
14	GM	32	49
15.	GLM	32	54
16	HT	36	55
17.	IP	45	60
18	LH	55	65
19.	IP	37	50
20.	JS	40	53
Total		817	1094
Mean		41	55

From the table above, we can see that the total score of the pre-test and post- test in the control group is 817. Based on the total score of the pre-test above, the researcher conclude that the mean score of the pre-test in the control group is 41. After the researcher conducted the post-test, it was concluded that the total score was 1,094, so based on the total score above, it was found that the average post-test score in the control group was 55.

Data Analysis

We can find out student scores, this is the value of students' test results using Clozed Dictation techniques. To find out the differences in student achievement in the control and experimental classes, the researcher use the t-test to find conclusions, so that they can compare the significant differences in student achievement in the control and experimental classes. We can see the calculation of the t-test as follows:

Table 3. Calculating of Pre-Test and Post-Test of Experimental Group

No.	Name	Pre-test	Post-test	Deviation X2-X1	X2
1.	ML	45	87	42	1.764
2.	MS	55	88	45	2.025
3.	NT	43	80	41	1.681
4.	PS	70	90	42	1.764
5.	RG	50	88	43	1.849
6.	RP	46	80	39	1.521
7.	RPA	43	85	42	1.764
8.	SH	60	85	42	1.764
9.	SP	42	79	43	1.849
10.	SS	55	88	45	2.025
11.	TM	45	78	35	1.225
12.	TP	50	85	40	1.600
13.	TPA	46	75	42	1.764
14.	TS	45	85	40	1.600
15.	YS	65	86	40	1.600
16.	AT	45	75	40	1.600
17.	LS	46	86	40	1.600
18.	LSI	60	83	43	1.849
19.	LA	46	54	42	1.764
20.	MP	48	66	42	1.764
Total		1.031	1.681	650	2.731

From the table above we can find the deviation score of experimental class, the calculation of Clozed Dictation was :

$$M_y = \frac{\sum x}{N}$$

$$M_y = \frac{650}{20}$$

$$M_y = 32,5$$

The square of deviation of value based the formula following, the researcher

was calculated as follow :

$$dx^2 = (\sum x^2) - \frac{(\sum x)^2}{N}$$

$$dx^2 = (20.731) - \frac{(650)^2}{20}$$

$$dx^2 = \frac{(34.372) - (422,500)}{20}$$

$$dx^2 = 20.731 - 21$$

$$dx^2 = 20.710$$

Table 4. Calculating of Pre-Test and Post-Test of Control Group

No.	Name	Pre-test	Post-test	Deviation n X2-X1	X2
1.	ML	36	54	18	324
2.	MS	34	52	18	324
3.	NT	37	55	18	324
4.	PS	35	48	13	169
5.	RG	33	50	17	289
6.	RP	30	50	20	400
7.	RPA	34	49	15	225
8.	SH	37	65	28	784
9.	SP	35	60	25	625
10.	SS	32	52	20	400
11.	TM	34	50	16	256
12.	TP	40	60	20	400
13.	TPA	35	48	13	169
14.	TS	32	49	17	289
15.	YS	32	54	22	484
16.	AT	36	55	19	361
17.	LS	38	60	22	484
18.	LSI	30	65	35	1.225
19.	LA	37	50	13	169
20.	MP	32	53	21	441
Total		689	1.079	390	8.142

After doing this research, based on the above calculations. Student learning outcomes in the control and experimental classes were found. This can be proven by the increase in students' scores after applying conventional Clozed Dictation and learning techniques as learning media. Based on the t-test formula, the researcher get the results of the t-test calculation which shows that t-count > t-table = 3.24 at significance level = 0.05 with degrees of freedom (df) = $N_x + N_y - 2$. This is the degree of freedom is $20 + 20 - 2 = 38$. The results of the statistical analysis of the t-test showed that there was a significant difference between the experimental class and the control class. in understanding the achievement of Listening, giving opinions. Because t-observerd is higher than t-table. Based on the explanation above, the researcher finds that there is a significant difference between mixed learning and the achievement of Listening skills in traditional learning.

Discussion

At this point, the researcher wants to explain about the students' scores based on the pre-test and post-test in the experimental and control classes. Based on the calculation value of the data above, the researcher found that the use of Clozed Dictation in the experimental class was better for influencing students' Listening skills because the average score of the control class was 55 and the experimental class was 84. Based on the research that has been done, the researcher found that the average score of the technique was Clozed Dictation was higher than the average traditional learning score in the control class. The observed t value is 3.24. It is concluded that the t-observation is higher than the t-table. In this study, the researcher has a test. This test is about listening Comprehension.

CONCLUSION

After doing the research, the researcher would like to conclude that there are differences between using Clozed Dictation and conventional learning as teaching methods. The researcher conducted a pre-test and post-test in asking questions and giving opinions in Listening experimental and control classes. The conclusion can be drawn as follows:

1. Clozed Dictation is better in improving students' Listening skills than conventional learning, because based on previous learning students find it difficult to listening dialogue when the resecher teaches using conventional learning.
2. The average score for using the Clozed Dictation is 84. Higher than the average for using conventional learning, which is 55.
3. Students cannot study independently and students do not know how to start listening in dialogue an English text. During the use of Clozed Dictation can and more easily understand the lesson because they have references and less time to look for what they are going to listening.
4. they are going to listening.
5. In this study, the researcher concluded that using Clozed Dictation is better for influencing students' listening skills than conventional learning.

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