THE EFFECTIVENESS OF USING DICTATION TECHNIQUE THROUGH *TELL ME MORE* SOFTWARE IN TEACHING SIMPLE PRESENT TENSE AT EIGHTH GRADE IN SMPN 18 SEMARANG IN THE ACADEMIC YEAR OF 2018/2019

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education

by

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WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2019**

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is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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had been ratified by the board of examiners of Islamic Education and Teacher Training Faculty Walisongo State Islamic University Semarang and can be recieved as one of the requirements for gaining the Bachelor Degree in English Language Education

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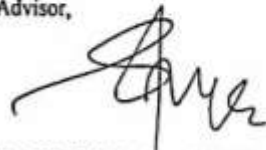Walisongo State Islamic University

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Wassalamu'alaikum wr.wb.

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v

MOTTO

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ. وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ. (١١)

Allah will exalt those who believe among you and those who have the knowledge, to high ranks. Allah is informed of what ye do. (Q.S. Al Mujadilah (58):11)[1]

"Life is a problem. Those who are living can deal with it, indeed"

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[1] Fadhal Ar Bafadal, *Al-Qur'an Dan Terjemahnya* (Jakarta: CV. Pustaka Agung Harapan, 2006).

ABSTRACT

Title   **: The Effectiveness of Using Dictation Technique Through *Tell Me More* Software in Teaching Simple Present Tense at Eighth Grade in SMPN 18 Semarang in the Academic Year of 2018/2019.**
Writer   : Abdul Latif
NIM   : 1403046097

The aim of this research is to explain the effectiveness of using dictation technique exercise through *Tell Me More* software in teaching Simple Present Tense at eighth grade in SMPN 18 Semarang in the academic year of 2018/2019. This research used experimental research that conducted two classes with the population of this research was the eighth grade of SMPN 18 Semarang. They are VIII B as control class and VIII C as an experimental class. VIII C was taught by using *Tell Me More* software but VIII B was taught without *Tell Me More* software. After the data had been collected, the result of pre-test average of the experimental class was 49.67 and control class 45.67. Then the post-test average of the experimental class was 74.67 and control class was 62.33. The obtained t-test was 3.40 while t-table 1.671 with $\alpha = 5\%$. The t-test was higher than t-table, so it meant that Ha was accepted and Ho was rejected. So, dictation technique exercise through *Tell Me More* software was effective in teaching simple present tense in SMPN 18 Semarang in the academic year of 2018/2019.

Keyword: Dictation technique, *Tell Me More*, Simple present.

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone who actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My lifetime teachers-beloved father and mother, Drs. H. Ali Suyitno and Hj. Sofwatin
2. My sister, Anifa Nur Laila farihatin
3. My brother in law, Abdul Latif

Thanks a billion, there is no word but pray may Allah multiply rewards for their kindness.

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However, this success would not be achieved without love, support, guidance, advice, help, and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

1. The Dean of Education and Teacher Training Faculty (FITK), Dr. H. Raharjo, M. Ed.
2. The Head of English Language Education Department, Dr. H. Ikhrom, M. Ag.
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9. All of the VIII B and VIII C students of SPMN 18 Semarang for the cooperation during the research.
10. All of my friends I can't mention one by one in the English Department of Education and Teacher Training Faculty (FITK) 2014, PBI C 2014. My best friends, Barok, Misbah, Bang jek, Lukman Fauzi, Hasan and Mutia. One I know, meeting all of you is the best moment I ever did.
11. All my friends who ever held together in practice sessions, all trainee members of PPL SMPN 18 Semarang (UINNESIA), all members of KKN posko 3 Kelurahan Wates, Ngaliyan, Semarang. Thank you for the best experience we made.

Finally, the writer always expects that this research may be helpful for all. Amin.

Semarang, 11th July 2019
The writer,

Abdul Latif
1403046097

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CHAPTER I
INTRODUCTION

This chapter discusses the background of research, research question, the objective of the research, significances of the research, and limitation of the research.

A. Background of Research

In the modern era, technology is very developing every time, like using electronic media such as a computer, laptop, television, Smartphone, etc. Nowadays we live in the world in which technology can inspire creativity and bring new opportunities to people connecting them to new ideas and people they otherwise might not have met, in language teaching and learning technology can be used assessing information, including information about the language.[2]

The effect of technology is everyone uses them for entertainment, business, and education. Everything has changed include education. Education got the effects of technology. When the teacher teaches some materials in the class, they should use books. Sometimes these ways make students so bored to learn in the class. The learning media has changed in the class, not only

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[2] Regisya Majid Nareswari, 'Students' Perception Towards Podcasts as the Source of Learning Listening Skill' (Thesis Uin Walisongo Semarang, 2018).

uses the book to teach but also use other media like using electronic media. The computer is one of the electronic media that use the teacher to teach in the class. The application like audio, video recording, camera, projector, and other software programs can be used to support instructional activities.[3]

The teachers can use this way to teach in the class, it can give innovation to students in order to learn. So, the media gives beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting.[4]

There is software that helps us to learn, especially to learn English. The software is an application that can operate via electronic media to use it. One of the software that gives facilitates to learn English is *Tell Me More*. *Tell Me More* is an educational application for learning English. *Tell Me More* Software is one of the leaders in the language learning market. *Tell Me More* is suitable for beginners, intermediate and advanced learners. It is available vocabulary, grammar, reading,

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[3] Lulut Widyaningrum, *Instructional English for the Practical Day-to-Day Classes Management* (Semarang, 2015).

[4] Lulut Widyaningrum.

writing, listening comprehension, and conversation practice lessons.[5]

Dictation is a technique that used to practice listening skill because listening is the main skill before study English than another skill. Listening is as an important skill of language acquisition should be enhanced with appropriate and innovative learning method in order to make students enhance and easy to understand. The importance of listening comprehension is actually characteristics of all forms of language comprehension, and while the listening ability is unique in some respect, it also shares many characteristics with reading.[6]

Allah Azza Wa Jalla in His sacred Book:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

> "And when read the Qur'an, then listen (carefully) and keep quiet (pay attention) calmly so that you all are blessed." QS. Al-A'raf: 204.[7]

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[5] Laurianne Sumerset, 'Language Software Review', *Https://Www.Languagesoftware.Net/Tellmemore-Review.Html Accessed on Tuesday 12 February2019*.

[6] Buck Gary, *Assessing Listening (Cambridge Language)* (United Kingdom, 2001).

[7] Fadhal Ar Bafadal, *Al-Qur'an Dan Terjemahnya* (Jakarta: CV. Pustaka Agung Harapan, 2006).

As an English teacher, we should make students be able to use English in communication. In Indonesia, English is as learning in every school as a foreign language starting from junior high school so the students know about English when they are still a child. This way makes students easy to know about English when they are still a child. Some materials in dictation exercise are appropriate with the material in junior high school, especially for eighth grade. Form the explanation above, the writer conducted the research in SMPN 18 Semarang for eighth grade. The students of SMPN 18 Semarang are smart to use the computer so they can operate the software in my application that the writer gives for them in my research. They helped the writer for doing the research well.

B. Research Question

This research is aimed to find the answer to the following research question.

1. How is the effectiveness of using dictation technique exercise through *Tell Me More* software in teaching simple present tense at eighth grade in SMPN 18 Semarang in the academic year of 2018/2019?

2. What is the pedagogical implication of dictation technique through *Tell Me More* software in teaching simple present tense?

C. Objective of Research

In line with the research question, this study has purposes to explain:

1. To explain the effectiveness of using dictation technique exercise through *Tell Me More* software in teaching Simple Present Tense at eighth grade in SMPN 18 Semarang in the academic year of 2018/2019.

2. To explain the pedagogical implication of dictation technique through *Tell Me More* software in teaching simple present tense.

D. Significances of Research

This research is intended to meet the following significances.

1. The students

   To increase the student competence of listening skill by using *Tell Me More* software as an alternative media.

2. The writer

   To get some experiences and knowledge, and it will be useful in the future.

3. The teachers

To give a contribution to developing English teaching especially in teaching listening of simple present tense. The writer also hoped that teacher can use *Tell Me More* software as an alternative in teaching listening.

E. Limitation of Research

In this research, the writer limited the discussion on the effectiveness of using dictation technique exercise through *Tell Me More* software in teaching Simple Present Tense at eighth grade in SMPN 18 Semarang in the academic year of 2018/2019.

The focus of this research is to explain the effectiveness of using dictation technique in material simple present tense for the student which taught using *Tell Me More* software and those taught without *Tell Me More* software.

Tell Me More software is one of the media of teaching listening that give the student a new technique to study listening and give motivate to the students. Therefore, students interested to practice in learning English especially listening skill.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses some things related to the title there are previous studies, listening, dictation, computer-assisted language learning, and explanation of *Tell Me More* software and explanation simple present tense.

A. Previous Research

The research was not the first. The writer found some researches related to this research.

1. Undergraduate thesis entitled "The Use of *Tell Me More* Software to Teach Listening Skills (An Experimental Study with the Tenth Grade Students of SMK Miftahul Huda Kendal in the Academic Year of 2017/2018)" by Alfianisa Sofiarani 133411073 from UIN Walisongo. The thesis investigates of the Use Tell Me More Software in Listening Skills in SMK Miftahul Huda Kendal. This thesis used an experimental study. The data had been collected; *Tell Me More* was effective in teaching listening skill of descriptive texts SMK Miftahul Huda Kendal in the academic year of 2017/2018.[8] The subject

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[8] Alfianisa Sofiarani, '133411073 The Use of Tell Me More Software' (*Undergraduate Thesis* Uin Walisongo Semarang, 2018).

of this research at Tenth Grade students of SMK Miftahul Huda Kendal.

The differences between this research and my research are the material, setting place and subject of research. The material of this research was about descriptive texts, but the material of my research was dictation exercise. The next is about setting place, this research at SMK Miftahul Huda Kendal and my research at SMPN 18 Semarang. The last is about the subject of research, the subject of this research at Tenth grade but my research at eighth grade.

The similarity between this research and my research are learning media, skill focus, and research design. In the learning media, between this research and my research is used *Tell Me More* software that used in a class. The skill focus between this research and my research is listening to skill. The last is about research design, between this research and my research is used experimental research.

2. Undergraduate thesis entitled "Assessment Model in Speaking Exercises of *Tell Me More* Software" by Afri Afifah Saputri 113411045 from UIN Walisongo. The thesis discussed speaking exercises employed in *Tell Me More* software to facilitate students' speaking skill. This research used library

research, which analyzed exercises.[9] The strength of this research is to discuss all of the level speaking exercises, like a beginner, intermediate, independent, and advanced. Then, the researcher discussed vocabulary practice. In this practice, there are some model exercises, like picture/word association with speech recognition, the right word with speech recognition.

The differences between this research and my research are the focus of research and research method. This research used library research as the research method, but my research used experimental research. The next is about skill focus, this research focused on speaking skill as the material of research. But my research focused on listening skill as the material of research.

The similarity between this research and my research are learning media, and technique collecting data. The learning media which used this research and my research is *Tell Me More* software. The last is about technique collecting data, between this research and my research is used documentation to collect the data.

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[9] Afri Afifah Saputri, '113411045 Assessment Model in Speaking Exercises of Tell Me More Software Faculty of Islamic Education and Teacher Training Walisongo State Islamic University'' (*Undergraduate Thesis* Uin Walisongo Semarang, 2016).

3. Undergraduate thesis entitled "The Effectiveness of Using Monopoly Game to Enhance Students' Writing Skill of Recount Text (an Experimental Study at Eight Grade of SMP Assuniyah Cirebon in the Academic Year of 2017/2018) by Millah Azmi 133411075 from UIN Walisongo. In this thesis discussed how the effectiveness of using monopoly game to teach students' writing skill of recount texts. The subject of this research at eight grade students of SMP Assunniyah Cirebon. The setting of this research is SMP Assunniyah Cirebon in the year academic of 2017/2018.[10]

The differences between this research and my research are media of learning in a class, the skill focus, and the setting place. The media of this research is used monopoly game, but my research used *Tell Me More* software. The skill of this research is writing skill then my research used the listening skill. The last is setting place, this research SMP Assunniyah Cirebon and my research in SMPN 18 Semarang.

The similarity between this research and my research are the subject research, technique collecting data, and research design. The subject of this research and my research is the students at

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[10] Millah Azmi, '133411075 "The Effectiveness of Using Monopoly Game to Enhance Students' Writing Skill of Recount Text (an Experimental Study at the Eight Grade of SMP Assunniyah Cirebon in the Academic Year of 2017/2018)"' (*Undergraduate Thesis* UIN Walisongo, 2018).

eight grades. To find out the data, this research and my research used to test and documentation. The last is about research design, between this research and my research was used experimental study.

B. Listening Skill

1. Definition of Listening

In language perspective, there are an oral language and a written language. In the oral language as well as in the written language we have two different activities: the oral language is about talking and listening, while the written language is about writing and reading. Consequently, in our language as a whole we have four language arts, namely reading, writing, talking and listening. One could also say that the expressive part of the language consists of the activities talking and writing while listening and reading belongs to the receptive parts of the language.[11]

Listening involves an active process, which requires an analysis of sound, a contrast to hearing, which only perceives sounds, is a passive way. The definition of listening to that is approved by the International Listening Association

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[11] Kent Adelmann, 'The Art of Listening in an Educational Perspective Accessed on Tuesday 4 February 2019', *Education Inquiry*, 3.4 (2014), 513–34 <https://doi.org/10.3402/edui.v3i4.22051>.

(ILA) is the process of receiving, constructing, meaning form, and responding to the spoken and/or nonverbal message.[12] Listening is an important skill in language learning and communication. More than 45% of communication time is completed by in listening, which clearly shows how important this skill is in general language ability.[13]

From the definition above, the writer concluded that listening is one of the dominant skills that use in English learning. English has four skills like listening, speaking, reading and writing. If we want to learn English, we should improve English in listening skill because it is the most dominant and more important to learn English.

2. Types of Listening

There are four categories of listening. For the first is Intensive. This category is to get the specific languages component such as phonemes, words, intonation, discourse makers, etc. The second category is responsive, the purpose

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[12] Adelmann.

[13] Zorana Vasiljevic, 'Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners Accessed on Tuesday 4 February 2019', *English Language Teaching*, 3.1 (2014), 41–52 <https://doi.org/10.5539/elt.v3n1p41>.

of responsive give equally short part of the language such as a greeting, question, command and comprehension check. The third category is about selective, in this category is to be able to important information. The sample of selective likes classroom direction from a teacher, TV or radio news items or stories. The last category is extensive. In this category, the listeners carry out a top-down process. So in this extensive category, usually is used to look for the gist, the main idea, and making inferences.[14]

Based on the explanation above, there are four types of listening. They are intensive, responsive, selective and extensive. The first, intensive is used to listen to phonemes, words, intonation, discourse markers. The second, responsive is used to listen to a greeting, question, command, and comprehension check. The third, selective is usually the listener just focused on specific information. The last, extensive is used to listen to the importance of information.

3. Importance of Listening

There are three main reasons why listening is a very important skill in a foreign language. The first, listening is a skill that develops at the beginning of a child's learning of

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[14] H._Douglas_Brown, *Language Assessment Principle* (California, 2003).

language. The second, listening can improve speaking skill. The last, listening exercises help to draw a learner's attention to new forms in the language example vocabulary, grammar and interaction patterns.[15]

Based on the explanation above, it is some of the reason why listening skill important. There are three reasons, the first, listening to learn the new language. The second, listening important can improve speaking skill. The last, listening can help to build grammar and vocabulary.

C. Dictation Technique

1. Dictation

Dictation is an act of saying words aloud so that somebody can write it down.[16] According to Richard and Schmidt states that dictation is a technique used in both language teaching and language testing in which passage is read aloud to students or test-takers, with pauses during which

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[15] Kretsai Woottipong, 'Effect of Using Video Materials in the Teaching of Listening Skills for University Students Accessed on Tuesday 5 February 2019', *International Journal of Linguistics*, 6.4 (2014), 200 <https://doi.org/10.5296/ijl.v6i4.5870>.

[16] Oxford, *Oxford Learner's Pocket Dictionary*, *Oxford University Press.*, Fourth Edi (United Kingdom, 2010) <https://doi.org/ 10.5860/ CHOICE. 48-1195>.

they have to wire down what they heard as accurately as possible.[17]

Hesthi Herusatoto in "*Using Dictation To Promote The Use Of Grammar Knowledge In Reconstructing Listening Text*" explain Dictation is defined as a technique for teaching in which "a text is either read by the teacher or played on a cassette tape once straight through while the students just listen and try to understand.[18] From the definition above, the writer concluded that dictation is a teaching technique that asked the students to hear and write down what have said to them so that the students are hoped to understand the content of it. Dictation can be used to check accurate perception and comprehension as well as spelling. Dictation will be useful when it integrated well with the learning activities. It is a teaching technique which has proved extremely effective at all levels of instruction.

The main purpose of dictation is to evaluate the students' proficiency in the language being learned through their

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[17] Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edit (Malaysia, 2002).

[18] Hesthi Herusatoto, 'Using Dictation to Promote the Use of Grammar Knowledge in Reconstructing Listening Texts. Accessed on Sunday 5 Mey 2019', *Celt: A Journal of Culture, English Language Teaching & Literature*, 16.2 (2017) <https:// doi.org/ 10.24167/celt.v16i2.763>.

listening ability. It means that when students do dictation, they do not only pay attention to the sound of the words that read by the teacher but also understand the meaning and be able to understand the content. The students should be concentrated when they do listen to testing.

2. The importance of dictation

There are ten reasons why dictation very importance. First, students are active during the exercise. This was marvelous for students because they could be actively engaged. The student was allowed to become a subject, students became subjects in the sense that they were active.

Second, students are active after the exercise. There is no call for the teacher to take on responsibility for correcting dictation scripts. Correcting dictation is a straightforward task which students are quite capable for doing for themselves, extending their activity from the dictation into the correction phase and providing them with opportunities to 'overlearn' the language as well as to collaborate with each other in the learning process.[19]

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[19] H. Jay Siskin, Paul Davis, and Mario Rinvolucri, *Dictation: New Methods, New Possibilities*, *The Modern Language Journal* (Cambridge, 2006).

Third, dictation leads to oral communicative activities. The teacher can decide to dictate an interactive text one-in which the students not only write down what they hear but also react to it in writing. The student work in small group comparing their answers, the 'inside self' thinking that has taken place during the dictation phase leads naturally to comparing the experience with other members of the group.[20]

Fourth, dictation fosters unconscious thinking. The important here is that the dictation phase taking down the words is simply the incubation phase for the story making. On the surface of it, the student is working on the reconstruction and complaining about the teacher's unreasonable behavior as they do so. But all the time their minds are unconsciously working around the implication, building up a powerful base for the story creation. Dictation is ideal for occupying the conscious mind while stimulating the unconscious into action.[21]

Fifth, dictation copes with mixed-ability groups. In the process learning, the sometime teacher makes a group in class. In the group not all ability of students is smart, to know the ability of each student can use this part. The teacher can

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[20] Siskin, Davis, and Rinvolucri.

[21] Siskin, Davis, and Rinvolucri.

ask a text which relatively easy for most students. Teacher ask these students to do the dictation with not help at all while the others are writing away continuously, is to listening carefully, to try to understand the whole and to fill in their missing words.[22]

Sixth, dictation deals with large groups. A teacher can give dictation to student one-to-one, dictation is equally feasible with groups. If the teacher does use dictation with large groups, the teacher sure that voice is capable of reaching all of the students clearly and expressively.[23]

Seventh, dictation will often calm groups. When the teacher is working with a group with discipline problems, or simply one that is feeling skittish, it is useful to have an exercise which calms everyone down.[24]

Eighth, dictation is safe for the non-native teacher. This is very well for a native speaker, but many teachers, through no fault of their own, have not achieved a level of English-accuracy of grammar, breadth of vocabulary, or sensitivity to stylistic variation. The language it generates is known, it is

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[22] Siskin, Davis, and Rinvolucri.

[23] Siskin, Davis, and Rinvolucri.

[24] Siskin, Davis, and Rinvolucri.

not an exercise that will take teachers by surprise in the class by exposing them to unexpected language.[25]

Ninth, For English, it is a technically useful exercise. Decoding the sounds of this particular language and recording them in writing is a major learning task. In teaching another language to a non-native speaker, dictation is relatively less useful because the relationship between the sound system and the spelling is not especially problematic.[26]

Tenth, dictation gives access to the interesting text. Most teachers come across bits of text which interest them and would be of interest to their students-newspaper articles, magazines, bits of books, even bits of textbooks. The teacher who has a range of dictation strategies at their disposal will be able to exploit these texts as they arise, employing techniques that will increase or decrease the difficulty of the text to match the needs and abilities of the group. And the student will respond to the effort and opportunism of their teacher-perhaps adding their own funds to the collection.[27]

D. Computer-Assisted Language Learning (CALL)

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[25] Siskin, Davis, and Rinvolucri.

[26] Siskin, Davis, and Rinvolucri.

[27] Siskin, Davis, and Rinvolucri.

CALL is the acronym for computer-assisted language learning and it is related to the use of computers for language teaching and learning.[28] Computer Assisted Language learning (CALL) is often perceived, as an approach to language teaching and learning. Computer-assisted language learning is the search for and study of applications of the computer in language teaching and learning.[29] Computer Assisted Language Learning (CALL) represents a side of e-learning where computer technology is used in the context of language learning.[30] Computer Assisted Language Learning (CALL) defined as the study of applications of the computer in language teaching and learning.[31]

The conclusion of computer-assisted language learning (CALL) is used as an approach to language teaching and learning

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[28] Abdallah Abu Nabah and others, 'The Effect of Computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan. Accessed on Monday 4 February 2019', *International Arab Journal of Information Technology*, 6.4 (2009), 431–39.

[29] Graham Davies, *Computer Assisted Language Learning*, *UCALL Conference: Developing a Pedagogy for CALL*, 2005.

[30] Richard Andrews, Caroline Haythornthwaite, and Zhao Yuan, 'Problems in Researching E-Learning: The Case of Computer-Assisted Language Learning. Accessed on Monday 4 February 2019', in *The SAGE Handbook of E-Learning Research*, 2011 <https://doi.org/10. 4135/ 9781848607859.n19>.

[31] Michael Levy and Christine Leahy, 'Review of Comuter-Assisted Language Learning: Context and Conceptualization. Accessed on 4 February 2019', 2.1 (1998), 17–18.

in computer technology. It is used in E-learning media to represent in the context of language learning. It also studies of computer application in teaching learning.

There are three stages of CALL history. The first is Behavioristic CALL, it was conceived in the 1950s and implemented in the 1960s and 1970s. The computer played the role of tutor, serving mainly as a vehicle for delivering instructional materials for the learner drill and practice program. The second is communicative CALL, it is becoming prominent in the late 1970s and early 1980s, the computer continued to be used for practicing language skill. The third is Integrative CALL, to address criticism of the communicative approach by integrating the teaching language skills with the development of multimedia technology.[32]

E. Tell Me More

According to Laurianne Sumerset that *Tell Me More Software* is one of the leaders in the language learning market. *Tell Me More* software is suitable for beginners, intermediate and advanced learners. It features vocabulary, grammar, reading,

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[32] Mark Warschauer, *Computer-Assisted Language Learning: An Introduction*, *Multimedia Language Learning*, 1996.

writing, listening comprehension, and conversation practice lessons.[33]

There are differences between *Tell Me More* software old version and the new version. The first, *Tell Me More* software tenth version only has four languages, they are English, France, Deutsch, and Spain. The second, content in *Tell Me More* has some levels of content, there are Beginner, advanced beginner, intermediate, independent and advanced level.[34] The next is about lesson mode, the lesson modes of *Tell Me More* software old version there are three lesson modes, and they are free-to-roam mode, guided mode, and dynamic mode.[35] While, *Tell Me More* software tenth version, only have two lesson modes. They are Free-to-Roam Mode and Guided Mode.

In the teaching-learning process, the teacher needs the media to teach the students effectively. The teacher can employ technology to be integrated with daily classroom activities. To know the students to successfully integrate technology into daily classroom learning, to begin by getting to know your students' skill levels.

F. Simple Present Tense

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[33] Laurianne Sumerset.

[34] Saputri.

[35] Sofiarani.

Tenses, simply, is a verbal form which shows when the time takes place. In the Oxford dictionary, tense means verbal movement with the effect of the time when it takes place.[36] Contextually, tenses are divided into three:
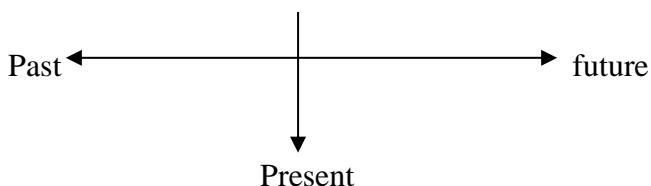
Simple Present Tense expresses daily activity or usual activities. The function of simple present tense to expresses the general statements of fact. Sometimes, Simple present Tense used for an event or situation that exists always, usually, or habitually in the past time, now, and the future.[37] Baitul Roziqin in *Joss Bahasa Inggris Dalam 30 Hari* defines simple present tense used to declare repetitive activities or habitual actions.[38]

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[36] Suherman, *Top Grammar A Guide to Write English* (Yogyakarta, 2013).

[37] Betty Schrampfer Azar, *Fundamentals of English Grammar Third Edition* (Washington, 2006).

[38] Baidatul Roziqin, *Joss Bahasa Inggris Dalam 30 Hari* (Yogyakarta, 2013).

There are two forms in Simple Present Tense, they are
verbal sentence form and nominal sentence form. The formula of
a verbal sentence:[39]

$$(+) S + V^1 (s/ es) + adv$$
$$(-) S + Do/ Does + not + Adv$$
$$(?) Do/ Does + S + v^1 + Adv?$$

While the formula of the nominal sentence:[40]

$$(+) S + is, am, are + Adv$$
$$(-) S + is, am, are + not + Adv$$
$$(?) is, am, are + S + Adv?$$

G. Hypothesis

The hypothesis is interpreted as a temporary answer to the
problem in the research until proven by the data collected.[41] The
hypothesis can define a weak truth statement toward problem
on the research and need to prove the truth after the data. The

[39] Suherman.

[40] Suherman.

[41] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitaif,
Kualitatif, Dan R&D*, *Metode Penelitian Pendidikan Pendekatan Kuantitaif,
Kualitatif, Dan R&D* (Bandung, 2010).

writer will propose the working hypothesis of the study can be formulated as follow:

(H0) Using *Tell Me More* software is not effective to teach dictation exercise in SMPN 18 Semarang.

(H1) Using *Tell Me More* software is significantly effective to teach dictation exercise in SMPN 18 Semarang.

CHAPTER III
RESEARCH METHOD

In this chapter, the main point focuses on the methodology of research used in this study. There are several subchapters: research design, population, samples and sampling technique, technique of collecting data, instrument, validity and reliability testing, and data analysis technique.

A. Research Design

The writer used a quantitative approach because the result of data was in the form of numbers and statistical report. The writer used an experimental design. The writer used pre-experimental design because he didn't have a random assignment of subjects to groups. In this research, the group was given a pre-test before treatment. After the treatment finished, the post-test administered students' progress. One group pre-test, post-test design, a single group observed not only after given treatment but also before it.

The pre-test and post-test group design will be diagram as below[42]:

E   O1   X   O2

C   O3   Y   O4

E: Experimental class

C : Control class

O1: Pre-test for experimental class

O2: Post-test for experimental class

O3: Pre-test for control class

O4: Post-test for control class

X : Treatment using *Tell Me More* Software

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[42] Sugiyono, *Metod. Penelit. Pendidik. Pendekatan Kuantitaif, Kualitatif, Dan R&D*.

Y : Treatment without using *Tell Me More* Software

The writer divided into two groups, the first group was using *Tell Me More* Software and the second group was not using *Tell Me More* Software.

B. Research Setting

1. Place of the Research

This research was conducted in SMPN 18 Semarang, which is located at Jl. Purwoyoso I, Kel. Purwoyoso Kec. Ngaliyan. This research was conducted from 7th January to 16th January 2019. The subject of this research were the eighth-grade students of SMPN 18 Semarang.

This research was conducted in the second semester. Because the material of *Tell Me More* software at dictation exercise is a match at eighth grade, so the writer chose this grade to be the subject of research. The writer only took two classes there are VIII B as control class and VIII C as an experimental class.

2. Time of the Research

This research was conducted on the second semester in the academic year of 2018/2019 for about 2 weeks beginning from 7th January to 16th January 2019.

C. The subject of the Research

The population is all member well-defined class of people, events, or objects. The population of this research was the eighth-grade students of SMPN 18 Semarang. There are eighth classes at eighth grade in this school. But, the writer took two classes they are VIII B and VIII C. There were classes VIII B with the number of students are 30 and VIII C with the number of students 30.

In this research, the writer used the population of these classes as a subject. The total number of the population was 60 students. In this research, the writer only used a population of two classes of eighth grade as a subject. So, the participant in this research was class VIII B as control class and VIII C as an experimental class.

D. Variable and Indicator

Variable is the object of research or something that became the concern of the research.[43] There are two types of variable in this research:

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[43] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik (Edisi Revisi)*, *Jakarta: Rineka Cipta*, 2006 <https://doi.org/ 10.1017/ CBO9781107415324.004>.

1. The Independent Variable (X)

   The independent variable is a variable that affects or becomes the cause of changes or the emergence of the dependent variable.[44] In this study, the independent variable was the use of *Tell Me More* software. The independent variable in this study was use the use *Tell Me More* software in teaching simple present tense. The experimental class taught simple present tense by using *Tell Me More* software whereas control class without using *Tell Me More* software.

   The indicators are:

   a. Students can master dictation technique through *Tell Me More.*

   b. Students can understand the audio and catch the meaning.

   c. Students can make simple sentences from what they heard.

2. The Dependent Variable (Y)

   The dependent variable is a variable that affected or that due to the existence of an independent variable.[45] The

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[44] Sugiyono, *Statistik Untuk Penelitian*, *CV. Alvabeta Bandung* (Bandung, 2006).

[45] Sugiyono, *Statistik Untuk Penelitian*.

dependent variable in this study is the student's that without using *Tell Me More* software.

The indicators are:

    a. Students can identify the formula of simple present tense.

    b. Students can identify the s/ es adding in the verbs used in simple present tense.

    c. Students can write sentences in simple present tense.

E. The technique of Data Collection

This research used some instruments for collecting the data, they are:

1. Test

The test is an instrument that used the teacher to measure the students learning the ability.[46] This research used to test to identify the students mastery of simple present tense using dictation technique through *Tell Mo More* software is effective in learning material. Before giving posttest, the teacher will teach material by using *Tell Me More* software, students are asked to do the test related to the

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[46] Daviq Rizal, *Online Assessment of Http://Daviqr.Com in the Subject of Discourse Analysis in the Faculty of Education and Teacher Training UIN Walisongo Semarang* (Semarang, 2015).

material they have known before. The test including two steps

Pretest and posttest. The pretest is given to the experimental and control classes in the same way before the experimental applies.

Posttest is given to the experimental and control classes in order to investigate students' achievement after being taught with or without *Tell Me More* software.

2. Documentation

The documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.[47] It referred to the archival data that helps the researcher to collect the needed data.

The researcher used documents related to the object of research such as students name list, syllabus, lesson plan, English subject schedules, the result data of the research, and some pictures. Moreover, it is used to prove that the research is real, not fictive research.

F. The technique of Data Analysis

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[47] Arikunto Suharsimi, *Prosedur Penelitian : Suatu Pendekatan Praktik*, *Jakarta: Rineka Cipta* (Jakarta, 2013).

1. Pretest
   a. Normality Test

   Normality test is used to find out the normality of data that will be analyzed whether both groups have normal distribution or not. The normality test with Chi-square will be used to find out the distribution data. The steps are as follows:

   1) Determine the range (R); the largest reduced the smallest

   2) Determine the many class interval (K) with the formula:

   K = 1 + (3,30 log n

   3) Determine the length of the class, using the formula:
   $$P = \frac{range}{number\ of\ class}$$

   4) Make a frequency distribution table

   5) Determine the class boundaries (bc) of each class interval

   6) Calculate the average Xi ($\bar{x}$), with the formula:
   $$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

   7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i(x_i-\bar{x})^2}{n-1}}$$

8) Calculate the value of Z, with the formula:

$$Z = \frac{x-\bar{x}}{s}$$

x : Limit class

$\bar{x}$: Average

S : Standard

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei)

   Ei = n x wide area than the number of samples

11) Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{Oi - Ei}{Ei}$

12) Calculate the chi-square (x^2) , with the formula:

$$x^2 = \sum_{i=1}^{k} \frac{(Oi=Ei)^2}{Ei}$$

Where:

X^2 : Chi-square

O_i : Frequency from sample

E_i : Frequency that was obtained from the sample

K   : Number of class interval

13) Determine dk = k − 1; where k is the number of class interval and $\alpha = 5\%$

14) Determine the value of X_{table}^2

15) Determine the distribution normality

If $X_{count}^2 > X_{table}^2$ so the data is not normal distribution and the other way if the if the $X_{count}^2 < X_{table}^2$ so the data is normal distribution.

b. Homogeneity test

Homogeneity test is used to find out whether the experimental group and control group which will be taken from the population have relatively the same variant or not. The steps to measure homogeneity are as follows:

1) Calculate variants both experimental group and control group with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \quad \text{And} \quad S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

Where:

S_1^2 : Variant of experimental class

S_2^2 : Variant of the control class

n_1 : The number of students in the experimental class

n_2 : The number of students in the control class

2) Determine F $= \frac{Vb}{Vk}$

Where:

Vb : Bigger Variant

Vk : Smaller Variant

Determine dk $= (n_1 - 1) : (n_2 - 1)$

If $F_{count} > F_{table}$ the data is not homogenous and the other way, if the $F_{count} > F_{table}$ the data is homogeneous.[48]

c. Hypothesis test

It is used to examine the average score whether experimental and control class having different average. The resulting test is analyzed statistically. In this research, the researcher use t-test to differentiate if the students' result of students using *Tell Me More* software and without *Tell Me More* software classroom was significant or not. And the formula is: [49]

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

With

[48] Sudjana, *Metoda Statistika*, edisi ke 6 (Bandung, 1996).

[49] Sugiyono, *Statistik Untuk Penelitian*.

$$S = \sqrt{\frac{(n1-1)S_1^2 + (n2-1)s_2^2}{n1 + n2 - 2}}$$

Where:

S   : Standard deviation

X_2 : The mean score of the experimental group

X_2 : The mean of the control group

n_1 : The number of experimental group students

n_2 : The number of control group students

S_1^2 : The standard deviation of the experimental group

S_2^2 : The standard deviation of both groups

If the obtained score was higher than the t-table score by using 5% alpha of significance, H_0 was rejected. It meant that H_a was accepted:

d. Test of the average

This test is used to examine students' average score in the experimental and control group.

2. Posttest

Posttest is used to know the students' achievement after all treatment. The steps are:

a. Normality Test

Normality test in the second step was the same as the normality test on the initial data.

b. Homogeneity Test

Homogeneity test in the second step was the same as the homogeneity test on the initial data.

c. Average Test

This test is the same with the steps on the data analysis technique that is to prove the researcher hypothesis.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the writer presented the data taken from SMPN 18 Semarang at eight grades in the academic year of 2018/ 2019. There are 60 students as the sample of this research that decided to be two classes, one class as an experimental class and

non-experimental class. The data were collected by test and documentation.

A. Research Finding

The writer found the effectiveness of using *Tell Me More* software to teach a listening skill in dictation exercise at eight grades in SMPN 18 Semarang. The data research was conducted by using experimental research. The writer divided into two classes to take the data, there are experimental class and control class. In the experimental class, the writer used *Tell Me More* software in the learning process. While in control class the writer used audio by Kenan Dursunand using handbook in the learning process.

The writer used the test for two classes, there are pre-test and post-test. Pre-test used before activities of the learning process and Post-test used after the activities of the learning process was done. After getting the data used by pre-test, the writer was chosen 8c as the experimental class and 8b as the control class. Before starting the activities in the class, the writer prepared the materials used in the class and the lesson plan to know the teaching-learning process.

The writer gave pre-test and post-test for students. The Pre-test was given on 8 January 2019 at experimental class and on 9 January 2019 at control class. Every student got a worksheet

for pre-test and post-test. In the worksheet, the student should fill and there were 10 questions. In the class, the writer gave instruction to the student before. The result of this test, it is to know normal and homogeneity both of them.

The result from both of the class, it is showed a similar variant. A certain treatment for the experimental class was conducted twice for 90 minutes each meeting. For the first treatment on 11 January, 2019 and the second treatment on 14 January 2019 is used *Tell Me More* software to teach listening in dictation exercise.

The control class was not learned by using *Tell Me More* to teach listening in dictation exercise. In this class, it only used handbook and audio by Kenan Dursunand. The teaching conducted on 11 January 2019 and for the second on 14 January 2019 for 90 minutes for each meeting.

The last test, it is post-test. All of the classes were given that test. The post-test was given for all of the class on 15 and 16 January 2019. In the post-test, every student got a worksheet and there are 10 questions that should be filled by student. For analyzing the data from the test, it is taken from pre-test of experimental class and control class. After the experimental class and control class conducted the learning process, all of the class was given a test to get the data.

B. The Effectiveness of Using Dictation Technique Exercise Through *Tell Me More* Software

1. Pre-test

The researcher was done to know the normality, homogeneity, and average test of the initial data in experimental class and control class.

Table 1
The Score of Pretest of the Experimental Class and the Control Class

No.	Source of Variance	Experimental	Control
1	N	30	30
2	Σ	1490	1370
3	Average	49.67	45.67
4	Variance (S^2)	286.09	239.2
5	Standard of Deviation (S)	16.91	15.47
6	MAX	80	70
7	MIN	30	20

a. Normality Test

The writer should know whether the data were normally distributed or unnormal. To get the distribution data was used normality test with Chi-square.

Ho: The data of normal distribution

Ha: The data of unnormal distribution

With criteria, Ho accepted if $X^2_{count} < X^2_{table}$

Table 2

The Result of Normality Pretest of the Experimental Class
and the Control Class

No.	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pretest	8.19	11.07	Normal
2	Control	Pretest	2.38	11.07	Normal

Based on the result of the table above, it can be seen that X^2_{count} both of class were lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho is accepted. It can be concluded that the distribution of data of experimental and control class was normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis:

Ho: Homogeny variance = $\sigma_1^2 = \sigma_2^2$

Ha: Non Homogeny variance = $\sigma_1^2 \neq \sigma_2^2$

With criteria, Ho accepted if $F_{count} < F_{table}$ with α = 5% and df = k-1

Table 3

The Result of Homogeneity Pretest of the Experimental Class
and the Control Class

No.	Class	Variance	N	F_{coun}	F_{table}	Criteria

| 1 | Experimental | 286.09 | 30 | 1.20 | 1.86 | Homogen |
| 2 | Class | 239.20 | 30 | | | |

Based on the formula:

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

$$F_{count} = 1.20$$

Based on the result of the table above it was obtained that F_{count} was lower than F_{table}, so Ho accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogeneous.

c. Test of the Average

To test the difference of average, the researcher used the t-test.

Table 4
The Average Similarity Test of Pretest of the
Experimental Class and the Control Class

Source of variance	Experimental	Control	Criteria
Sum	1490	1370	
N	30	30	
Average	49.67	45.67	
Variance (S^2)	286.09	239.2	Identical
Standard deviation (S)	16.91	15.46	

$$S = \sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}} = 16.21$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = 0.96$$

Ho was accepted if $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$. Based on the computation above, by $\alpha = 5\%$, and df $= 30+30-2 = 58$ is obtained $t_{table} = 2.001$ and $t_{count} = 0.96$ Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there was no significant difference in the average pretest between experimental and control class, because t_{count} at the reception area of Ho.

2. Post-test

It was done to answer the hypothesis of this research. The data used are the result of the post-test of both classes. The experimental class taught by dictation technique exercise through *Tell Me More* software and the control class taught without using dictation technique exercise through *Tell Me More* software. The posttest analysis contains the normality test, homogeneity test, and hypothesis test.

Table 5

The Score of Posttest of the Experimental Class and the

Control Class

No.	Source of Variance	Experimental	Control
1	N	30	30
2	∑	2240	1870
3	Average	74.67	62.33
4	Variance (S²)	198.16	197.82
5	Standard of Deviation (S)	14.08	14.06
6	MAX	90	80
7	MIN	40	40

a. Normality Test

Ho: The data of normal distribution

Ha: The data of unnormal distribution

With the criteria, Ho accepted if, with criteria, Ho accepted if $X^2_{count} < X^2_{table}$ with α=5% and df = k-3

Table 6
The Result of Normality Posttest of the Experimental
Class and the Control Class

No.	Class	X^2_{count}	X^2_{table}	Criteria
1	Experimental	7.01	11.07	Normal
2	Control	9.37	11.07	Normal

Based on the computation above it was obtained that X^2_{count} is lower than X^2_{table} by $\alpha = 5\%$ with df = 6-1 = 5. So, Ho is accepted. It can be concluded that the distribution data of posttest of experimental and control class were normal.

b. Homogeneity Test

Homogeneity test is used to determine the mean and variance of the students' score in the experimental and control class.

Hypothesis:

Ho: Homogeny variance $= \sigma_1^2 = \sigma_2^2$

Ha: Non Homogeny variance $= \sigma_1^2 \neq \sigma_2^2$

With criteria, Ho accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and df = k-1

Table 7

The Result Homogeneity Posttest of the Experimental Class and the Control Class

No.	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	198.16	30	1.00	1.86	Homogen
2	Control	197.81	30			

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

$$F_{count} = 1.00$$

Based on the computation above it was obtained that F_{count} was lower than F_{table}, it means that Ho accepted. It can be concluded that data of posttest of experimental and control class have the same variance or homogeneous.

c. Test of Average

This test was used to know whether there was a difference average on posttest of the experimental and control class. The data which were used to test the hypothesis was the posttest score both of classes. To test the difference in average used t-test.

Table 8
The Average Difference of Posttest of the Experimental
Class and the Control Class

Source of variance	Experimental	Control
Sum	2240	1870
N	30	30
Average	74.67	62.33
Variance (S^2)	198.16	197.82
Standard of deviation (S)	14.08	14.06

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= 197.99$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = 3.40$$

Ha was accepted if $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$. Based on the computation above, it was obtained that the average of posttest of the experimental class who were taught by using dictation technique exercise through *Tell Me More* software was 74.67 and standard deviation (s) was 14.08. While the average of posttest of the control class who were taught without using dictation technique exercise through *Tell Me More* software was 62.33 and standard deviation (s) was 14.06 with df 30+30-2 = 58 by α = 5%, so obtained t_{table}= 1.671 from the result of calculation t-test t_{count}= 3.40. It means that t_{count} is higher than t_{table}. So Ho is rejected and Ha is accepted.

3. Hypothesis

A hypothesis test is intended to process the data that had been collected from the data result of the experimental class

and control class after getting treatment for experimental class. The goal is to prove the acceptance or rejection of the hypothesis that had been proposed by the writer. To prove it, the writer used the t-test.

$H_0: \mu_1 \leq \mu_2$

Ha: $\mu_1 > \mu_2$

The testing criterion is Ho is accepted for α = 5% if $t_{count} > t_{table}$ with df $= n_1 + n_2 - 2$

Based on the final data calculation of the average difference test showed that the average posttest score of the experimental class was 74.67, while the average posttest score of the control class was 62.33.

The result of the calculation using t-test showed that $t_{count} = 3.40$ and $t_{table} = 1.671$ with α = 5% if $t_{count} > t_{table}$ with df $= n_1 + n_2 - 2$. It showed that $t_{count} > t_{table}$ (3.40>1.671). So Ho is rejected and Ha is accepted. It means that between experimental class and control class have different averages or significantly different.

Based on Ho rejected area, it can be drawn as follow:

Daerah penerimaan Ho

1.671	3.40
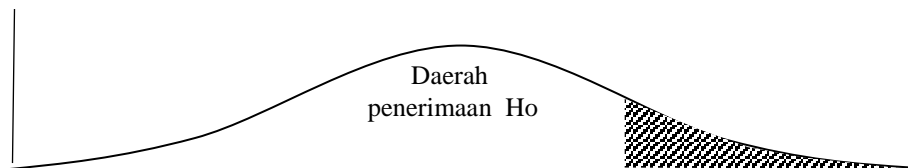
From that criterion, so Ho is rejected, it means there was a significant difference between the students' listening skill in the experimental and control class. The average score of the experimental class was higher than the control class. However the average score bot of them that was taught by using dictation technique exercise through *Tell Me More* software is effective.

C. Pedagogical implication

The writer interviewed some students who have studied simple present tense especially for dictation exercise through *Tell Me More* software, it means this interview was administrated to strengthen the writer's study.

After interviewing 10 students of SMPN 18 Semarang, the writer found that the implication of teaching simple present tense using dictation technique through *Tell Me More* software is good. Numerous students answered by using *Tell Me More* software really helpful to listen to the audio.

The writer received positive responses from students. It meant that after using *Tell Me More* software could help

students to recognize the certain audio. *Tell Me More* software was importantly significant for students who studied simple present tense of used dictation technique exercise easily.

Next is about the argumentative question, it was about the students understanding the material after having some meeting, which referred to the results of learning simple present tense. In this question include trying to find students' outcome after studying simple present tense.

The response of students towards learning outcome of simple present tense material was really good that processing by using *Tell Me More* software made students aware of the audio. The students were typically helped and easily recognized to listen to some audio using of *Tell Me More* software.

The writer also provided the question about definition simple present tense. According to the finding of the interview section, most of the students in the eighth grade knew well about simple present tense. The writer asks about the definition of simple present tense that the students encountered the students directly; simple present to show or express daily activity.

The next question was about the students learning simple present tense with *Tell Me More* software makes easier to

listen to the audio. The response of students directly; the first respondent argued that feel enjoys listening, the second respondent argued that yes it is so easy. These respondents were clear enough related to learning simple present tense through *Tell Me More* software by showing those kinds of responses.

The last, the writer addressed the question; why *Tell Me More* software makes you easy to understand the sentence?. Actually, the respondents were said that *Tell Me More* software was really helpful to understand and easy to listen to the audio in *Tell Me More* software.

Finally, after the interview, some respondents gave the impact for the writer or those who want to try to *Tell Me More* software was not dealing with the listening but also to understand the sentence of the audio. So, this part of *Tell Me More* software which highlighted the simple present tense influenced to practical implication to do more with understanding the audio. This was the primary consideration to deal with understanding the audio and sentence for certain spoken form.

D. Discussion of the Research

1. The score of Pre-Test

The result of pretest was obatained the average score of experimental class was 49.67 and the result of control class 45.67. The normality of experimental class in pretest was 8.19 and the control class was 2.38. The distribution of both data, in experimental class and control class is normal, because $X_{count}^2 < X_{table}^2$.

The result of homogeneity of pretest between experimental class and control class was homogeneous, because F_{count} was lower than F_{table}.

The result of hypothesis test by using t-test computation, $\alpha = 5\%$, and df = 30+30-2 = 58 was obtained $t_{table} = 2.001$ and $t_{count} = 0.96$. So, it can be concluded that there is not significant different of the average pretest between experimental class and control class, because $-t_{table} < t_{count} < t_{table}$.

2. The score of Post-Test

The result of this research was obtained the average score of the experimental class was 74.67 which were higher than the result of control class 62.33.

The average score of the experimental class was 74.67 and standard deviation (s) was 14.08. Teaching students' listening skill in an experimental class by using dictation technique exercise through *Tell Me More* software can help students in the process of listening. In addition, students not only get

techniques for listening, but students can also be able to practice listening skills through audio or other dictation methods that are easy to use. Also, students can train memory and increase vocabulary in English which is certainly useful for the future of the students themselves. It can be seen on the average score of the experimental class which was better than the control class.

The average score of the control class was 62.33 and standard deviation (s) was 14.06. Teaching students' listening skill in the control class by using without dictation technique exercise through *Tell Me More* software make the students feel bored with the material that is presented because of the method too monotone.

Based on the result of calculation of t-test is obtained t_{count}= 3.40 and t_{table}= 1.671. It showed that $t_{count} > t_{table}$ (3.40>1.671). So Ho is rejected and Ha is accepted. It means there was a significant difference between the students' listening skill who were taught by dictation technique exercise through *Tell Me More* software and the students' writing skill who were taught by without dictation technique exercise through *Tell Me More* software.

CHAPTER V

CONCLUSION, RECOMMENDATION, AND CLOSING

In this chapter, the writer concludes the result. The writer also gave the recommendation for the school, the lecturer, the reader, and the students and also the thesis can be useful for the next researcher.

A. Conclusion

In the previous chapter, the writer would like to draw a conclusion of this research is using dictation technique exercise

through *Tell Me More* software in teaching simple present tense at eighth grade is effective. From the result of the research, teaching simple present tense with dictation technique by using *Tell Me More* software made students interested, students enjoyed and enthusiasm in the learning process.

1. There were differences of scores between the experimental class and the control class. The average scores of a pre-test for the experimental class was 49.67 and post-test for the experimental class was 74.67. While the average scores of a pre-test for the control class was 45.67 and scores of post-test for the control class was 62.33. The main point above, there was an improvement of students' achievement in understanding simple present tense using dictation technique through *Tell Me More* software. The achievement of the result shows that the experimental class is higher than the control class.

2. The result of posttest of experimental class was 74.67 which were higher than the control class was 62.33. It means that using dictation technique through *Tell Me More* software was better than without using dictation technique through *Tell Me More* software. It can be concluded that there is a significant difference in the students' score of eighth grade in SMPN 18 Semarang in the academic year of 2018/2019

between students who have been taught dictation technique by *Tell Me More* software and those who have been taught by using scientific approach or lecturing only.

From the explanation above can be concluded that the use of dictation technique through *Tell Me More* software is effective to improve listening skill of simple present tense at eighth grade of SMPN 18 Semarang.

B. Recommendation

After the writer carried out the research, the writer would like to give a suggestion related to this result of research. The first is the recommendation for the institution. The institution should give facilities that English Lesson needs the audio in teaching listening so it can help the teaching English process. The audio is as the alternative media to help them in listening.

The second recommendation is for the teacher. The teacher guides the students and develops their competence. The teacher should guide the students for increasing their listening with dictation technique by using *Tell Me More* software. The teacher should give simple listening by using English audio. The lecturer should give reward to students who get a high score.

The teacher should help students who get a low score. Teacher gives a contribution to developing English teaching, especially in teaching listening. The writer also hoped that the

teacher can use *Tell Me More* software as an alternative to teaching listening.

The third recommendation is for the readers. By reading this thesis, the readers are expected to get information and to enrich their knowledge about listening with dictation technique by using *Tell Me More* software.

The fourth recommendation is for the students. Students can increase their competence of listening skill with dictation technique by using *Tell Me More* software as an alternative media.

C. Closing

In the name of Allah, the beneficence, the merciful, all praises due to Him, the master of the universe who gives the writer some pleasure healthy until the writer can finish this thesis. The writer believes that everything happens because of Him.

The writer hopes that many students and teachers want to use this research as a reference and utilize this research as maximum as the writer guess.

The writer hopes that the next researcher can complete and continue doing the same research as the writer has done and give additional knowledge for the next researcher.

Finally, the writer realizes that the thesis is far from being perfect. Because of limited condition, constructive critics and

advice are really accepted for the perfection of the thesis; hopefully, this thesis will be useful for us in every condition and situation. Amin

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Appendix 1

Pre-test
Name :
Class :
Please listen to the audio carefully and write it down!

    1.   ………………………………………………..
    2.   ………………………………………………..
    3.   ………………………………………………..
    4.   ………………………………………….........
    5.   ………………………………………………..
    6.   ………………………………………………..
    7.   ………………………………………………..
    8.   ………………………………………………..
    9.   ………………………………………………..
    10. ………………………………………………..

Post-test
Name :
Class :
Please listen to the audio carefully and write it down!

1. ……………………………………………………
2. ……………………………………………………
3. ……………………………………………………
4. ……………………………………………………
5. ……………………………………………………
6. ……………………………………………………
7. ……………………………………………………
8. ……………………………………………………
9. ……………………………………………………
10. ……………………………………………………

Appendix 2

Pre-test

Name : M- Ivan Risqi P.

Class : 8C

Please listen the audio carefully and fill the blank space!

1. Bob wears glasses.
2. He can't see if he is wearing them
3. He is always looking for them.
4. He always leaves them in the bedroom.
5. But he never forget to put on his watch.
6. My favorite season is summer.
7. It is all the time.
8. I love to play tennis.
9. I get up early and go to the gym.
10. It the best season

Pre-test

Name : Anggun Dwi Pertiwi

Class : 8C

Please listen the audio carefully and fill the blank space!

1. Bob wears glasses
2. He can see if he isn't wearing them
3. He is always looking for them
4. He alony leaves them in his bedroom
5. But he never forgets to put on his watch
6. My favorite season is summer
7. It is warm all the time
8. I love to play tennis
9. I get up early and go to the gym
10. It the best season

64

Pre-test

Name: Muhammad Galen Yodhany

Class : 8c

Please listen the audio carefully and fill the blank space!

1. ...Bob...wears...glasses...........
2. ....
3. He is always looking for them
4. He
5.
6. My .... summer
7. It is warm all the time
8. I love to play tennis
9.
10. It is the best season

Pre-test

Name: Pamella Sarlia Mecca

Class : 8c

Please listen the audio carefully and fill the blank space!

1. ...Bob...wears...glasses..........
2. He can't see
3. He is always looking for them
4. He
5. But he never forgets to put on his watch
6. My favorite season is summer
7. It is warm all the time
8. I love to play tennis
9. I get up early and go to the gym
10. It's the best season

65

Pre-test

Name : Anisa Vivir M.

Class : 8C

Please listen the audio carefully and fill the blank space!

1. Bob wears glasses
2. He cant see if he isn't wearing them
3. He is always looking for them
4. He always leave them in this bedroom
5. But he never forget to put on his watch
6. My favorite season is summer
7. If is warm all the time
8. I love to play tennis
9. I get up early and go to the gym
10. It the best season

Pre-test

Name : Nabila Justine Sari

Class : 8c

Please listen the audio carefully and fill the blank space!

1. Bob wear glasses
2. He cant see it he is not wearing them
3. He isn't always looking for them
4. He always leaves them in their bedroom
5. But he never forgets to put on his watch
6. My favorit season is summer
7. It is warm all the time
8. I love to play tennis
9. I get up early and go to the gym
10. It's the worst season

Pre-test

Name: Bagas Prabowo

Class : 8B

Please listen the audio carefully and fill the blank space!

1. Bob wears glases
2. He can see if he isn't wearing them
3. He is always looking for them
4. He always leaves them in this bedroom
5. But he never forget to put on his watch.
6. My favorite season is summer.
7. It is warm all the time.
8. I love to play tennis.
9. I get up early and go to the gym.
10. It's the best season.

Pre-test

Name: Ahmad Fathir Ilham

Class : 8B

Please listen the audio carefully and fill the blank space!

1. bob where glasses
2. He can see if he can't wearing them
3. He is always looking for them
4. He always leave them in this bedroom
5. true he never forget to put on his watch.
6. My favorite season is summer.
7. It is warmth all the time.
8. I love to play tennis.
9. I get up early and go to the gym.
10. It's the best season.

Pre-test

Name: Ilham Van laernac

Class: 8b

Please listen the audio carefully and fill the blank space!

1. Bob wear glares
2. He can't see if he isn't wearing them
3. He is always looking for them
4. Het always leaves them in this bedroom.
5. But her never forgets to put on watch
6. My favorite seasons is summer.
7. Int is warm all the times.
8. I love to play tenny
9. I get up early and go to the gym
10. It's the best season.

Pre-test

Name: Habib Riestiyanto

Class: 8B

Please listen the audio carefully and fill the blank space!

1. Bob where glases
2. He can see if he isn't wearing them
3. He is always looking for them
4. He always live them in this bedroom
5. But he never forget to put on his watch
6. My favorite season is summer
7. It is worm all the time
8. I love to play tennis
9. I get up early and go to the gym
10. It's the best season

68

Pre-test

Name: Afifah Naila Nisa

Class: 8B

Please listen the audio carefully and fill the blank space!

1. Bob wears glasses
2. He can see it his wearing them.
3. He is always looking for them
4. He always life them in his bedroom
5. But he never forget to put on this watch
6. My favorite season is summer
7. It is warm all the time.
8. I love to play tennis
9. I get up early and go to the gym
10. It's the best season.

Pre-test

Name: Athaira Sathyo

Class: 8B

Please listen the audio carefully and fill the blank space!

1. Bob wears glasses
2. He cant se if he wearing them.
3. He is always look for them
4. He always them bedroom
5. But never to put his watch
6. My favorite season is summer
7. It is warm all the time
8. I love to play tennis
9. I get eany and the gym
10. It's the best season

69

Post-test

B = 8
S = 2

Name: Dian Nastiti

Class: 8 C

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big carton.
4. What about some sugar?
5. Yes, I am want to make a cake when we get home.
6. Don't forget the flour.
7. Dav you want a cup of coffee?
8. Yes, but do not weak
9. And don't fill up the cup
10. Is it too hot

Post-test

B = 9
S = 1

Name: Maldauta Dian Deprani

Class: 8c

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list?
2. here it is. Do we need any milk?
3. yes, a big carton
4. What about some sugar?
5. Yes, I want to make a cake when we get home.
6. Don't forget the four!
7. Do you want a cup of coffee?
8. Yes, but not weak.
9. And don't fill up the cup.
10. Is it too hot?

B = 9
S = 1

Name: Muhammad Galen Yodhany

Class: 8c

Please listen the audio carefully and fill the blank space!

1. Where is the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big cartoon
4. what about some sugar?
5. Yes,
6. Don't forget the flour!
7. Do you want a cup cofee?
8. Yes, but not week.
9. And don't fill up the cup.
10. Is it to hot?

B = 8
S = 2

Name: M. Ivan Risqi P.

Class: 8c

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list?
2. Here it is - Do we need any milk?
3. Yes, a big cartoon
4. What about some sugar?
5. Yes, I want to make a cake when we get home.
6. Don't forget the flour.
7. Do you want a cup of coffee?
8. Yes, but not week.
9. And don't fill up the cup.
10. Is it too hot?

Post-test

Name: Chintya Audia Putri

Class : 8C

Please listen the audio carefully and fill the blank space!

1. where's the shopping list?
2. Here it is. Do we need any milk?
✗ No, a big carton
4. what about some sugar?
5. Yes, I wont to make a cake when we get home.
6. Don't forget the flour!
7. Do you wont a cup of coffee?
8. Yes, but not weak
9. and don't fill up the cup.
10. Is it too hot?

Post-test

Name: Anggun Dwi Pertiwi

Class : 8C

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big carton
4. What about some sugar?
5. Yes, I wont to make a cake when we got home.
6. Don't forget the flour!
✗ Do you went a cup of coffee?
8. Yes, but not weak
9. And don't fill up the cup.
10. Is it too hot?

B : 8
S : 2

Name : Carolina Earlene Felicia

Class : 8B

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list ?
2. Here is it. Do we need any milk ?
3. Yes, a big carton.
4. What about some sugar ?
5. Yes, I want to make a cake when we get home.
6. Don't forget the floor !
7. Do you want a cup of coffee ?
8. Yes, but not weak.
9. And don't fin on the cup
10. Is it too hot ?

B : 7
S : 3

Name : Andito Genta Putra A.

Class : 8B.

Please listen the audio carefully and fill the blank space!

1. where's the shopping list ?
2. here it is. Do we need any milk
3. Yes, a big carton
4. what about sugar ?
5. Yes, I want to make when get home
6. Don't forget the flour !
7. Do you want a coffee ?
8. Yes, but not weak.
9. And don't fill up the cup.
10. Is it too hot ?

Name: Afifah Naila Nisa

Class : 8B

Please listen the audio carefully and fill the blank space!

1. where's the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big Cartoon.
4. what about some sugar?
5. Yes, I want to make a cake when we get home.
6. Don't forget the floor!
7. Do you want a cup of coffee?
8. Yes, but not weak.
9. And don't fill up the cup
10. Is it to hot?

Name: Alvinos Rizky A.W.

Class : 8B

Please listen the audio carefully and fill the blank space!

1. Where's the shopping list?
2. Here it i. Do we needs any milk?
3. Yes, a bng Cartoon.
4. what abous some sugur?
5. Yes, I wons to make a cake when we gee home.
6. Don't forget the floor!
7. Don's forgee the lotur!
8. Yes, but nae week.
9. And Don't fill up the cup.
10. u is too hot?

Transcript of Dialogue 1

Date   : 17 June 2019
Respondent : Anggun Dwi Pertiwi
Place   : Smpn 18 Semarang
Duration   : 0.43 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning through *T*ell Me More software fun?
6		Yes, it is
7	Latif	Did you understand simple present tense?
8		Yes I did
9	Latif	What is simple present tense?
10		To show daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, it is
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Because of the audio clearly
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?

16		I feel enjoyed because of the clear audio

Transcript of Dialogue 2

Date   **:** 17 June 2019
Respondent **:** Harun Arrasyid
Place   **:** Smpn 18 Semarang
Duration   **:** 0.46 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning through *T*ell Me More software fun?
6		Yes, so fun
7	Latif	Did you understand simple present tense?
8		Yes I did
9	Latif	What is simple present tense?
10		To show daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, it is
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Because of the audio clearly
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?

| 16 | | Because I am easy to listen to the audio |

Transcript of Dialogue 3

Date : 17 June 2019
Respondent : Asha Dewanggi M. S.
Place : Smpn 18 Semarang
Duration : 0.51 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning through *T*ell Me More software fun?
6		Yes, so fun
7	Latif	Did you understand simple present tense?
8		Yes I did
9	Latif	What is simple present tense?
10		To express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, it is
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Because easy to understand

| 15 | Latif | What do you feel after studying simple present tense with *Tell Me More* software? |
| 16 | | I am easy to listen to the audio |

Transcript of Dialogue 4

Date : 17 June 2019
Respondent : M. Ivan Risqi P.
Place : Smpn 18 Semarang
Duration : 0.54 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes, so fun
7	Latif	Did you understand simple present tense?
8		Yes, I know
9	Latif	What is simple present tense?
10		To show express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I felt enjoyed to listen
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Easy to understand
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I am easy to listen to the audio

Transcript of Dialogue 5

Date   **:** 17 June 2019
Respondent **:** Dian Nastiti
Place   **:** Smpn 18 Semarang
Duration   **:** 0.39 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes so fun
7	Latif	Did you understand simple present tense?
8		Yes I know
9	Latif	What is simple present tense?
10		To show express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I feel enjoy to listen
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Because of the clear audio
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I am easy to listen to the audio

Transcript of Dialogue 6

Date　　　　**:** 17 June 2019
Respondent　**:** M. Galen Yodhany
Place　　　　**:** Smpn 18 Semarang
Duration　　**:** 0.41 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes is this
7	Latif	Did you understand simple present tense?
8		Yes I know
9	Latif	What is simple present tense?
10		To show express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I felt like enjoying them
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		I am easy to understand
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I feel enjoyed because the clear audio

Transcript of Dialogue 7

Date   : 17 June 2019
Respondent : Feno Adrian Fernanda
Place   : Smpn 18 Semarang
Duration   : 0.54 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes so fun
7	Latif	Did you understand simple present tense?
8		Yes I did
9	Latif	What is simple present tense?
10		To express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I felt enjoyed to listen
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Easy to understand
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I am felt enjoy because it is clearly

Transcript of Dialogue 8

Date   **:** 17 June 2019
Respondent **:** Malldaura Dian Defrani
Place   **:** Smpn 18 Semarang
Duration   **:** 0.48 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes it is
7	Latif	Did you understand simple present tense?
8		Yes I did
9	Latif	What is simple present tense?
10		To express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, it is
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		I am easy to understand
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		Because I am easy to listen to the audio

Transcript of Dialogue 9

Date   : 17 June 2019
Respondent : Nabila Zuslina Sari
Place   : Smpn 18 Semarang
Duration   : 0.45 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes
7	Latif	Did you understand simple present tense?
8		Yes I know
9	Latif	What is simple present tense?
10		To express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I feel enjoy to listen
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Because clear audio
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I am easy to listen to the audio

Transcript of Dialogue 10

Date   : 17 June 2019
Respondent   : Pamela Saskia Mecca
Place   : Smpn 18 Semarang
Duration   : 0.44 second

Turn	Speaker	Utterances
1	Latif	Have you ever studied using dictation technique?
2		Yes, I have
3	Latif	Have you ever studied a simple present tense?
4		Yes, I have
5	Latif	Is learning *T*ell Me More software fun?
6		Yes, so fun
7	Latif	Did you understand simple present tense?
8		Yes, I know
9	Latif	What is simple present tense?
10		To show express daily activity
11	Latif	Did learning simple present tense with *Tell Me More* software make you easier to listen to the sentence?
12		Yes, I feel enjoy to listen
13	Latif	Why did *Tell Me More* software make you easier to listen to the sentence?
14		Easy to understand
15	Latif	What do you feel after studying simple present tense with *Tell Me More* software?
16		I easy to listen to the audio

Appendix 4

Observation checklist

OBSERVATION CHECKLIST
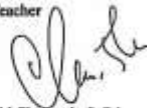
Experimental

No.	Indicator/ Aspect	Excellent	Very Good	Good	Good Enough	Not Good	Statement
			Score				
1.	The teacher opening in the class "Assalamualaikum"	✓					
2.	The teacher gives apperception to student, like "how are you today?		✓				
3.	The student gives response the teacher.		✓				
4.	The teacher asks student to review last material.		✓				
5.	The teacher conveys the material today.	✓					
6.	The teacher use media to explain the material	✓					
7.	The teacher ask student to be careful with explanation of material.		✓			•	
8.	The teacher divides students into groups.		✓				
9.	The teacher gives worksheet for every group.		✓				
10.	The teacher explains the rule and time duration to finish the exercise.		✓				
11.	The teacher asks student to give the presentation in front of class for every groups.		✓				
12.	The student						

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	explains in front of the class and the teacher give score for them.		✗				
13.	The teacher asks the student to make conclusion for material today.			✗			
14.	The teacher conveys the next material.		✗				
15.	The teacher asks the student to study the material before.		✗				
16.	The teacher gives apperception "see you next meeting"		✗				
17.	The teacher closing in the class "wassalamualaikum wr.wb."		✗				

Semarang, 11th January 2019

Teacher

Siti Chalimah, S. Pd

1982111 8200801 2 004

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OBSERVATION CHECKLIST

Control class

No.	Indicator/ Aspect	Score					Statement
		Excellent	Very Good	Good	Good Enough	Not Good	
1.	The teacher opening in the class "Assalamualaikum"			S			
2.	The teacher gives apperception to student, like "how are you today?		l				
3.	The student gives response the teacher.		l				
4.	The teacher asks student to review last material.			l			
5.	The teacher conveys the material today.		l				
6.	The teacher use media to explain the material		l				
7.	The teacher ask student to be careful with explanation of material.		l				
8.	The teacher divides students into groups.		l				
9.	The teacher gives worksheet for every group.		l				
10.	The teacher explains the rule and time duration to finish the exercise.			l			
11.	The teacher asks student to give the presentation in front of class for every groups.			l			
12.	The student						

No.	Description						
	explains in front of the class and the teacher give score for them.			✓			
13.	The teacher asks the student to make conclusion for material today.		✓				
14.	The teacher conveys the next material.		✓				
15.	The teacher asks the student to study the material before.			✓			
16.	The teacher gives apperception "see you next meeting"		✓				
17.	The teacher closing in the class "wassalamualaikum wr.wb."			✓			

Semarang, 11th January 2019

Teacher

Siti Chariimah, S. Pd

1982111 8200801 2 004

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Appendix 5

Experiment class

LESSON PLAN

SUBJECT   : ENGLISH
GRADE   : VIII/II
SKILL FOCUS   : Speaking and Listening
MATERIAL   : Dictation
DURATION   : 4 X 45 MINUTES

A. Core competencies

1. Respecting and appreciating the teachings of the religion he adheres to.

2. Respecting and appreciating honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, self-confidence behavior in interacting effectively with the social and natural environment within the range of relationships and existence.

3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Trying, processing, and serving in the concrete realm (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and

composing) in accordance with what is learned in school and other sources that are the same in point of view / theory.

B. Basic competencies

1.1 Being grateful with the opportunity can study English as introduction international language which realized in learning enthusiasm.

2.1 Showing good manner and care in interpersonal communication perform with teacher and friends

2.2 Showing honest, discipline, confidence, and responsibility in transactional communication with teacher and friends.

2.3 Showing responsibility, caring, cooperation, and love peace in functional communication.

3.6 Applying a text structure and linguistic elements to carry out social functions states and asks for actions/ events that are carried out / occur regularly or are general truths, according to the context of their use

4.7 Arranging oral and written texts to state and ask about actions/ events that are carried out/ occur routinely or are general truths, taking into account social functions, text structures, and language elements that are correct and in context.

C. Indicators

1. The students are able to understand simple present tense.

2. The students are able to produce a sentence in the simple present tense correctly.

3. Shows polite behavior in communication.

D. Aim of the learning

1. The students are able to express about simple present tense.

2. The students are able to ask about simple present tense.

3. The students are able to response about simple present tense..

E. Learning materials

1. Social Function

   The simple present tense is used to express the action that happening right now.

2. Structure text

   a. Command

   - Don't forget the flour!

   b. Asking

   - Do we need any milk?

3. Linguistic elements

   a. Vocabulary: habituation, activity, description, etc.

   b. Sentence structure : Using Simple Present Tense (S + V1 + O)

   Example: My computer is...

He can't see if...

There are...

4. Material
   a. Material for regular learning

Pre-test

Name :

Class :

Please listen the audio carefully and write it down!

1. …………………………………………………..
2. …………………………………………………..
3. …………………………………………………..
4. ………………………………………………........
5. …………………………………………………..
6. …………………………………………………..
7. …………………………………………………..
8. …………………………………………………..
9. …………………………………………………..
10. …………………………………………………..

The answer key!

1. Bob wears glasses.
2. He can't see if he isn't wearing them.
3. He is always looking for them.

4. He always leaves them in this bedroom.
5. But he never forgets to put on his watch.
6. My favorite season is summer.
7. It is warm all the time.
8. I love to play tennis.
9. I get up early and go to the gym.
10. It's the best season.

     b. Material for remedial learning

Name :

Class :

Please listen the audio carefully and write it down!

1. ……………………………………………………..
2. ……………………………………………………..
3. ……………………………………………………..
4. …………………………………………….........
5. ……………………………………………………..
6. ……………………………………………………..
7. ……………………………………………………..
8. ……………………………………………………..
9. ……………………………………………………..
10. ……………………………………………………..

The answer key!

1. I have a long black skirt.
2. I'm wearing yellow glasses.
3. My shoes look good.

4. I never waer boots.
5. But he never forgets to put on his watch.
6. I live in a house.
7. There are five rooms.
8. There are three bedrooms, and a living room.
9. I also have a nice kitchen and big bathroom.
10. My computer is in the kitchen.

      c. Material for enrichment learning

Post-test

Name :

Class :

Please listen the audio carefully and write it down!

1. ……………………………………………………
2. ……………………………………………………
3. ……………………………………………………
4. ……………………………………………………
5. ……………………………………………………
6. ……………………………………………………
7. ……………………………………………………
8. ……………………………………………………
9. ……………………………………………………
10. ……………………………………………………

The answer key!

1. Where's the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big carton.

4. What about some sugar?
5. Yes, I want to make a cake when we get home.
6. Don't forget the flour!
7. Do you want a cup of coffee?
8. Yes, but not weak.
9. And don't fill up the cup.
10. Is it too hot?

F. Learning method

- Approach   : Scientific approach
- Method   : Observation, discussion, and individual assignments.

G. Steps of learning activity

1. Opening Activity

- Greetings

- The students are asked to pray before starting the activity.

- The teacher checks the students attandance.

- The teacher reviews the previous lesson.

- The teacher explains to the students about today's lesson and objectives.

2. Main Activity

➢ Observing

a. Students identify the audio and answer the question from the teacher

b. Students underline the suffix s/ es in the verbs of simple present tense

➢ Questioning

a. Students ask questions related to simple present tense.

➢ Exploring

a. Students decide whether the statements are true or false.

b. Students study the formula and characteristic of simple present.

c. Students complete the s/ es in the verbs of simple present tense.

d. Students try to listen to the audio about simple present tense using dictation technique through *Tell Me More* software.

➢ Associating

a. Students categorize the sentences into positive, negative and interrogative category.

➢ Communicating

a. Students compose a sentence containing simple present tense using dictation technique through *Tell Me More* software.

b. Students correct their friends' task guided by the teacher.

3. Closing Activity

- Students are asked to review and conclude today 's lesson.
- Students are given a chance to ask some questions.
- The teacher closes the meeting.

H. **Media and learning source**

Learning sources

- English book class "When English Rings a Bell VIII"
- *Tell Me More* software.

I. **Assessments**

1. Affective

   Observation sheet

   Name   :

   Class   :

   Topic   :

No.	Name of Student	Cooperative	Curious	Polite	Communicative	Statement
1						
2						
3						

4						

Scoring =

4 : Very good

3 : Good

2 : Quite good

1 : Bad

2. Kognitive

Correctness of the answer

Score guidance   :

Score = the number of right answer x 100%

Total item

3. Psychomotoric

No.	Aspect of Assessment	Score		
		1	2	3
1.	Students are able to understand the formula and characteristic of simple present			

2.	Students are able to listen to the audio well.			
3.	Students are able to write what the heard from the audio well			

J. Worksheet

PLEASE LISTEN CAREFULLY THE AUDIO!

1. …………………………………………………………….

2. ………………………………………………………….

3. …………………………………………………………….

4. ………………………………………………………….

5. ………………………………………………………….

6. ………………………………………………………….

7. …………………………………………………………….

8. ………………………………………………………….

9. …………………………………………………………….

10. ………………………………………………………….

Control Class

LESSON PLAN

SUBJECT   : ENGLISH
GRADE   : VIII/II

SKILL FOCUS   : Speaking and Listening
MATERIAL   : Dictation
DURATION   : 4 X 45 MINUTES

A. Core competencies

1. Respecting and appreciating the teachings of the religion he adheres to.

2. Respecting and appreciating honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, self-confidence behavior in interacting effectively with the social and natural environment within the range of relationships and existence.

3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Trying, processing, and serving in the concrete realm (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in point of view / theory.

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2.1 Showing good manner and care in interpersonal communication perform with teacher and friends

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2.3 Showing responsibility, caring, cooperation, and love peace in functional communication.

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4.7 Arranging oral and written texts to state and ask about actions/ events that are carried out/ occur routinely or are general truths, taking into account social functions, text structures, and language elements that are correct and in context.

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1. The students are able to understand simple present tense.
2. The students are able to produce a sentence in the simple present tense correctly.

3. Shows polite behavior in communication.

D. Aim of the learning

1. The students are able to express about simple present tense.

2. The students are able to ask about simple present tense.

3. The students are able to response about simple present tense..

E. Learning materials

1. Social Function

   The simple present tense is used to express the action that happening right now.

2. Structure text

   a. Command

   • Don't forget the flour!

   b. Asking

   • Do we need any milk?

3. Linguistic elements

a. Vocabulary: habituation, activity, description, etc.

b. Sentence structure : Using Simple Present Tense (S + V1 + O)

   Example: My computer is...

   He can't see if...

   There are...

4. Material

a. Material for regular learning

Pre-test

Name :

Class :

Please listen the audio carefully and write it down!

1. …………………………………………………..
2. …………………………………………………..
3. …………………………………………………..
4. …………………………………………………........
5. …………………………………………………..
6. …………………………………………………..
7. …………………………………………………..
8. …………………………………………………..
9. …………………………………………………..
10. …………………………………………………..

The answer key!

1. Bob wears glasses.
2. He can't see if he isn't wearing them.
3. He is always looking for them.
4. He always leaves them in this bedroom.
5. But he never forgets to put on his watch.
6. My favorite season is summer.
7. It is warm all the time.

8. I love to play tennis.
9. I get up early and go to the gym.
10. It's the best season.

b. Material for remedial learning

Name :

Class :

Please listen the audio carefully and write it down!

1. …………………………………………………..
2. …………………………………………………..
3. …………………………………………………..
4. …………………………………………………........
5. …………………………………………………..
6. …………………………………………………..
7. …………………………………………………..
8. …………………………………………………..
9. …………………………………………………..
10. …………………………………………………..

The answer key!

1. I have a long black skirt.
2. I'm wearing yellow glasses.
3. My shoes look good.
4. I never waer boots.
5. But he never forgets to put on his watch.
6. I live in a house.
7. There are five rooms.

8. There are three bedrooms, and a living room.
9. I also have a nice kitchen and big bathroom.
10. My computer is in the kitchen.

   c. Material for enrichment learning

Post-test

Name :

Class :

Please listen the audio carefully and write it down!

1. …………………………………………………
2. …………………………………………………
3. …………………………………………………
4. …………………………………………………
5. …………………………………………………
6. …………………………………………………
7. …………………………………………………
8. …………………………………………………
9. …………………………………………………
10. …………………………………………………

The answer key!

1. Where's the shopping list?
2. Here it is. Do we need any milk?
3. Yes, a big carton.
4. What about some sugar?
5. Yes, I want to make a cake when we get home.
6. Don't forget the flour!
7. Do you want a cup of coffee?

8. Yes, but not weak.
9. And don't fill up the cup.
10. Is it too hot?

F. Learning method

- Approach : Scientific approach
- Method : Observation, discussion, and individual assignments.

G. Steps of learning activity

<u>1. Opening Activity</u>

- Greetings
- The students are asked to pray before starting the activity.
- The teacher checks the students attandance.
- The teacher reviews the previous lesson.
- The teacher explains to the students about today's lesson and objectives.

<u>2. Main Activity</u>

➢ Observing

   a. Students identify the audio and answer the question from the teacher

   b. Students underline the suffix s/ es in the verbs of simple present tense

➢ Questioning

a. Students ask questions related to simple present tense.

➢ Exploring

  a. Students decide whether the statements are true or false.

  b. Students study the formula and characteristic of simple present.

  c. Students complete the s/ es in the verbs of simple present tense.

  d. Students try to listen to the audio about simple present tense.

➢ Associating

  a. Students categorize the sentences into positive, negative and interrogative category.

➢ Communicating

  a. Students compose a sentence containing simple present tense.

  b. Students correct their friends' task guided by the teacher.

3. Closing Activity

- Students are asked to review and conclude today 's lesson.

- Students are given a chance to ask some questions.

- The teacher closes the meeting.

H. Media and learning source

Learning sources

- English book class "When English Rings a Bell VIII"
- Internet
  (https://www.youtube.com/watch?v=nVkHbHdgd9A&t=1s).

I. Assessments

1. Affective

   Observation sheet

   Name   :

   Class   :

   Topic   :

No.	Name of Student	Cooperative	Curious	Polite	Communicative	Statement
1						
2						
3						
4						

<u>Scoring =</u>

4 : Very good

3 : Good

2 : Quite good

1   : Bad

2. Kognitive

Correctness of the answer

Score guidance   :

Score = <u>the number of right answer</u> x 100%

            Total item

3. Psychomotoric

No.	Aspect of Assessment	Score		
		1	2	3
1.	Students are able to understand the formula and characteristic of simple present			
2.	Students are able to listen to the audio well.			
3.	Students are able to write what the heard from the audio well			

J. Worksheet

<u>**PLEASE LISTEN CAREFULLY THE AUDIO!**</u>

1. …………………………………………………………….

2. …………………………………………………………….

3. …………………………………………………………….

4. …………………………………………………………….

5. …………………………………………………………….

6. …………………………………………………………….

7. …………………………………………………………….

8. …………………………………………………………….

9. …………………………………………………………….

10. …………………………………………………………….

Research Schedule

Teacher   : Siti Chalimah

Researcher   : Abdul Latif

No.	Activities	Date
1.	Preliminary visit	2 January 2019

2.	Meeting the Headmater to ask the permission to conduct the research in the school	4 January 2019
3.	Meeting the English teacher to discuss the research	4 January 2019
4.	Doing pre-test on first class	8 January 2019
5.	Doing pre-test on first class	9 January 2019
6.	Doing research in experimental class (first meeting)	11 January 2019
7.	Doing research in control class (first meeting)	11 January 2019
8.	Doing research in experimental class (second meeting)	14 January 2019
9.	Doing research in control class (seconde meeting)	14 January 2019
10.	Doing post-test on experimental class	15 January 2019
11.	Doing post-test on control class	16 January 2019

Appendix 6

<u>Control class</u>

No.	Name of student	Score

		Pre-Test	Post-Test
1	Abdul Rahman Al Haidar	20	80
2	Afifah Naila Nisa	70	70
3	Ahmad Fadhil Ilham	50	70
4	Alivia Nuraini	60	50
5	Alvinos Rizky A.W.	50	60
6	Andito Genta Putra A.	40	70
7	Angela Calsy Novalisa	30	40
8	Annisha Permatasari	40	60
9	Athalia Sathya	60	80
10	Aufina Hidayati	40	60
11	Bagas Prabowo Waseso	70	80
12	B. Petra D.K.	60	50
13	Belva Carissa	40	40
14	Carolina Earlene Felicia	50	50
15	Della Ayu Hadiani	40	60
16	Denaya Tsabitah Salwa	30	40
17	Dhonandika R.	60	60
18	Fadia Putri Salsabila	20	80
19	Fara Maylinda F.	20	50
20	Habib Riestiyanto A.P.	50	80
21	Hamzah Bertrand P.	30	40
22	Ilham Van Laennic	60	60
23	Jihan Mustafa	20	80
24	Mikail Zeva	50	80
25	Monica Evelyne D.S.	50	70
26	Mudhafar Dhanu	30	60

No.	Name of student	Score	
27	Muhammad Rendy Setiawan	50	50
28	Rafael Bagus P.H.	60	80
29	Rafi Rahmandika D.	50	50
30	Rosa Amelia	70	70

Experimental class

No.	Name of student	Score	
		Pre-Test	Post-Test

1	Anggun Dwi Pertiwi	70	90
2	Anisa Vivir M.	60	80
3	Annora Tsaniya Yu'ammar	30	50
4	Asha Dewanggi M.S.	30	70
5	Askia Dwi Kurniawan	80	90
6	Azka Evelyna Mawarid	40	70
7	Candra Sulistyo Hapsari	50	90
8	Chintya Aulia Putri	60	80
9	Dava Chanifio Putra	40	70
10	Dea Thaharah Estisqa	30	40
11	Dera Mustika Dewi	60	70
12	Destriaji Sholahudin R.	70	40
13	Dian Nastiti P.	50	70
14	Farrel Ananda Prima	30	70
15	Feno Adrian Fernanda	50	80
16	Harun Arrasyid	30	90
17	Helma Muthia A.	70	70
18	Ilham Rizky P.	30	60
19	Irfan Zaedan Mishbahuddin	30	80
20	Lingga Lathifa	40	70
21	Malldaura Dian Defrani	70	90
22	M. Faza Tazakka A.	40	60
23	M. Ivan Risqi P.	60	80
24	Miftahul Hadi F.	30	80
25	Mirza Maretha S.P.	50	90
26	Muhammad Galen Yodhany	50	90
27	Muhammad Khoirul Ilham	30	70
28	Nabila Zuslina Sari	70	80

29	Narendra Reinald Syaputra	60	80
30	Pamella Saskia Mecca	80	90

Appendix 7

Documentation

The teacher opens the class

The students fill the worksheet

The teacher gives the instruction for student

The students listen to the audio

Appendix 8

Appendix

Hipotesis
H_0 : Data berdistribusi normal
H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan
diterima jika H_0 : $\chi^2{}_{hitung} <$ $\chi^2{}_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	80		
Nilai minimum	:	30		
Rentang nilai (R)	:	80-30+1	=	51
Banyaknya kelas (k)	:	1+3,3 log 30 =	5,875	≈ 6 kelas
Panjang kelas (P)	:	$\frac{51}{6}$	= 8,500	≈ 9

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	70	20	400
2	60	10	100
3	30	-20	400
4	30	-20	400
5	80	30	900
6	40	-10	100
7	50	0	0
8	60	10	100
9	40	-10	100
10	30	-20	400
11	60	10	100
12	70	20	400
13	50	0	0
14	30	-20	400
15	50	0	0
16	30	-20	400
17	70	20	400
18	30	-20	400
19	30	-20	400
20	40	-10	100

21	70	20	400	
22	40	-10	100	
23	60	10	100	
24	30	-20	400	
25	50	0	0	
26	50	0	0	
27	30	-20	400	
28	70	20	400	
29	60	10	100	
30	80	30	900	
Jumlah	**1490**		**8300**	

Rata-rata $(\overline{X})$ = $\dfrac{\sum x}{N}$ = $\dfrac{1490}{30}$ = 49,67

Simpangan baku (S)

S = $\sqrt{\dfrac{\sum(X - \overline{X})^2}{n-1}}$ = $\sqrt{\dfrac{8300}{30-1}}$

S^2 = 286,0920
S = 16,91

Daftar nilai frekuensi kelas 8c

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			29,5	- 1,2	0,3834				
30	–	38				0,1380	9	4,1397	5,7062
			38,5	- 0,7	0,2454				
39	–	47				0,1945	4	5,8341	0,5766
			47,5	- 0,1	0,0510				
48	–	56				0,2079	5	6,2357	0,2449
			56,5	0,4	-0,1569				
57	–	65				0,1685	5	5,0548	0,0006
			65,5	0,9	-0,3254				
66	–	74				0,0952	5	2,8561	1,6092
			73,5	1,4	-0,4206				
75	–	83				0,0567	2	1,700	0,0529
			83,5	2,0	-0,4773				
Jumlah							**30**		**8,1904**

Keterangan :
Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
Z_i = $\dfrac{Bk - \overline{X}}{S}$
$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari O s/d Z
Luas daerah = $P(Z_1) - P(Z_2)$
E_i = Luas daerah × N
O_i = f_i

Untuk α = 5% dengan dk = 6- 1 = 5, diperoleh $x^2{}_{tabel}$ = 11,0705
Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	70		
Nilai minimum	:	20		
Rentang nilai (R)	:	70-20+1	=	51
Banyaknya kelas (k)	:	1+3,3 log 30 =	6,095	≈ 6 kelas
Panjang kelas (P)	:	$\frac{51}{6}$	= 8,500	≈ 9

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	20	-26,00	676
2	70	24,00	576
3	50	4,00	16
4	60	14,00	196
5	50	4,00	16
6	40	-6,00	36
7	30	-16,00	256
8	40	-6,00	36
9	60	14,00	196
10	40	-6,00	36
11	70	24,00	576
12	60	14,00	196
13	40	-6,00	36
14	50	4,00	16
15	40	-6,00	36
16	30	-16,00	256
17	60	14,00	196
18	20	-26,00	676
19	20	-26,00	676
20	50	4,00	16

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21	30	-16,00	256					
22	60	14,00	196					
23	20	-26,00	676					
24	50	4,00	16					
25	50	4,00	16					
26	30	-16,00	256					
27	50	4,00	16					
28	60	14,00	196					
29	50	4,00	16					
30	70	24,00	576					
Jumlah	**1370**		**6940**					

Rata-rata $(\overline{X})$ = $\dfrac{\sum x}{N}$ = $\dfrac{1370}{30}$ = 45,67

Simpangan baku (S)

$S = \sqrt{\dfrac{\sum(X-\overline{X})^2}{n-1}}$ = $\sqrt{\dfrac{6940}{30-1}}$

S^2 = 239,1954
S = 15,47

Daftar nilai frekuensi kelas 8b

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			19,5	- 1,7	0,4547				
20	–	28				0,0882	4	2,6452	0,6939
			28,5	- 1,1	0,3665				
29	–	37				0,1652	4	4,9568	0,1847
			37,5	- 0,5	0,2013				
38	–	46				0,2228	5	6,6825	0,4236
			46,5	0,1	-0,0215				
47	–	55				0,2161	8	6,4819	0,3556
			55,5	0,6	-0,2375				
56	–	64				0,1508	6	4,5236	0,4818
			64,5	1,2	-0,3883				
65	–	73				0,0757	3	2,271	0,2339
			73,5	1,8	-0,4640				
Jumlah							**30**		**2,3735**

Keterangan :

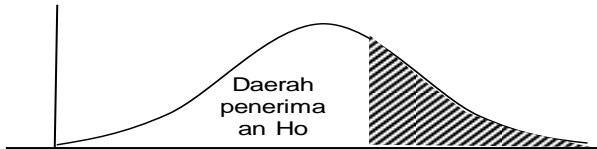|		
Bk	=	Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
Z_i	=	$\dfrac{Bk - \overline{X}}{S}$
$P(Z_i)$	=	Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari O s/d Z
Luas daerah	=	$P(Z_1) - P(Z_2)$
E_i	=	Luas daerah × N
O_i	=	f_i

Untuk α = 5% dengan dk = 6- 1 = 5, diperoleh $x^2{}_{tabel}$ = 11,0705
Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal

Uji Homogenitas
(Pretest)

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

Ho diterima apabila $\quad F < F_{\frac{1}{2}a(v_1, v_2)}$

Daerah penerimaan Ho

Tabel penolong homogenitas

No.	Kelas	
	8c	**8b**
1	70	20
2	60	70
3	30	50
4	30	60
5	80	50
6	40	40
7	50	30
8	60	40
9	40	60
10	30	40
11	60	70
12	70	60
13	50	40
14	30	50
15	50	40
16	30	30
17	70	60
18	30	20
19	30	20
20	40	50
21	70	30

22	40	60
23	60	20
24	30	50
25	50	50
26	50	30
27	30	50
28	70	60
29	60	50
30	80	70
Σ	1490	1370
N	30	30
$\bar{X}$	49,67	45,67
S^2	286,09	239,20
S	16,91	15,47

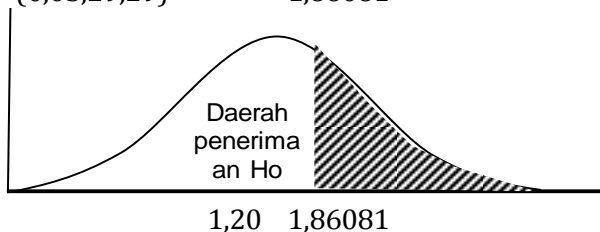Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{286,09}{239,20}$$

$$F_{hitung} = 1,20$$

Pada $\propto = 5\%$ dengan :
dk pembilang = n-1 =30-1 = 29
dk penyebut = n-1 = 30-1 = 29
F_{tabel} (0,05,29,29) = 1,86081

Daerah penerimaan Ho

1,20   1,86081

Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan
bahwa kedua kelas mempunyai varians yang sama **(Homogen)**

Hipotesis

$H_0 = \mu_1 \le \mu_2$

$H_1 = \mu_1 > \mu_2$

Uji Hipotesis
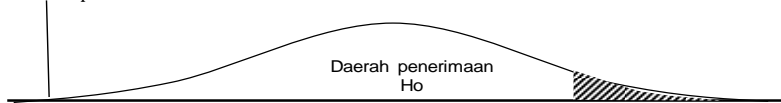
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

Ho diterima apabila $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$

Daerah penerimaan
Ho

Sumber	8c	8b
Jumlah	1490	1370
n	30	30
$\bar{x}$	49,67	45,67
S^2	286,09	239,2
S	16,9142	15,46609194

Berdasarkan rumus diatas diperoleh

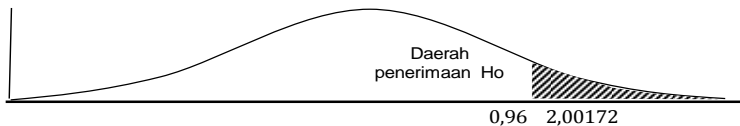$S = \dfrac{(30\text{-}1)\ 286,09\ +\ (30\text{-}1)\ 239,2}{30\ +\ 30\ -\ 2}$

$S^2 = 262,645$

$S = 16,21$

$t = \dfrac{49,67\ -\ 46}{16,21\ \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0,96$

Pada $\alpha = 5\%$ dengan df = 30 + 30 - 2 = 58 diperoleh

$t_{1-(0,05)(58)} = 2,00172$

Daerah
penerimaan Ho

0,96 2,00172

Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas

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Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $x^2_{hitung} <$ x^2_{tabel}

Pengujian Hipotesis

Nilai maksimum	:	90			
Nilai minimum	:	40			
Rentang nilai (R)	:	90-40+1	=	51	
Banyaknya kelas (k)	:	1+3,3 log 30	=	5,875	= 6 kelas
Panjang kelas (P)	:	$\frac{51}{6}$	=	8,500	= 9

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	90	15	225
2	80	5	25
3	50	-25	625
4	70	-5	25
5	90	15	225
6	70	-5	25
7	90	15	225
8	80	5	25
9	70	-5	25
10	40	-35	1225
11	70	-5	25
12	40	-35	1225
13	70	-5	25
14	70	-5	25
15	80	5	25
16	90	15	225
17	70	-5	25
18	60	-15	225
19	80	5	25
20	70	-5	25
21	90	15	225

22	60	-15	225
23	80	5	25
24	80	5	25
25	90	15	225
26	90	15	225
27	70	-5	25
28	80	5	25
29	80	5	25
30	90	15	225
Jumlah	2240		5750

Rata-rata $(\overline{X})$ = $\dfrac{\sum x}{n}$ = $\dfrac{2240}{30}$ = 74,67

Simpangan baku (S)

$S = \sqrt{\dfrac{\sum(X - \overline{X})^2}{n - 1}} = \sqrt{\dfrac{5750}{30 - 1}}$

$S^2 = 198,1609$

$S = 14,08$

Daftar nilai frekuensi kelas IIc

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			39,5	-2,5	0,4938				
40	–	48				0,0253	2	0,7586	2,0328
			48,5	-1,9	0,4685				
49	–	57				0,0798	1	2,3941	0,8118
			57,5	-1,2	0,3887				
58	–	66				0,1696	2	5,0874	1,8736
			66,5	-0,6	0,2191				
67	–	75				0,2427	9	7,2808	0,4059
			75,5	0,1	-0,0236				
76	–	84				0,2112	8	6,3370	0,4364
			83,5	0,6	-0,2348				
85	–	93				0,1747	8	5,241	1,4525
			93,5	1,3	-0,4095				
Jumlah							30		7,0123

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

Z_i = $\dfrac{Bk - \overline{X}}{S}$

$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung korva normal standar dari O s/d Z

Luas daerah = $P(Z_1) - P(Z_2)$

E_i = Luas daerah × N

O_i = f_i

Untuk α = 5% dengan dk = 6 - 1 = 5, diperoleh x^2_{tabel} = 11,0705

Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $x^2_{hitung} <$ x^2_{tabel}

Pengujian Hipotesis

Nilai maksimum	:	80
Nilai minimum	:	40
Rentang nilai (R)	:	80-40+1 = 41
Banyaknya kelas (k)	:	1+3,3 log 30 = 5,875 ≈ 6 kelas
Panjang kelas (P)	:	$\frac{41}{6}$ = 6,833 ≈ 7

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	80	18,00	324,00
2	70	8,00	64,00
3	70	8,00	64,00
4	50	-12,00	144,00
5	60	2,00	4,00
6	70	8,00	64,00
7	40	-22,00	484,00
8	60	-2,00	4,00
9	80	18,00	324,00
10	60	2,00	4,00
11	80	18,00	324,00
12	50	-12,00	144,00
13	40	-22,00	484,00
14	50	-12,00	144,00
15	60	2,00	4,00
16	40	-22,00	484,00
17	60	-2,00	4,00
18	80	18,00	324,00
19	50	-12,00	144,00
20	80	18,00	324,00

21	40	-22,00	484,00
22	60	-2,00	4,00
23	80	18,00	324,00
24	80	18,00	324,00
25	70	8,00	64,00
26	60	-2,00	4,00
27	50	-12,00	144,00
28	80	18,00	324,00
29	50	-12,00	144,00
30	70	8,00	64,00
Jumlah	1870		5740

$$\text{Rata-rata } (\overline{X}) = \frac{\sum X}{N} = \frac{1870}{30} = 62,33$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum (X - \overline{X})^2}{n - 1}} = \sqrt{\frac{5740}{30 - 1}}$$

$$S^2 = 197,8161$$
$$S = 14,06$$

Daftar nilai frekuensi kelas Ilb

Kelas			Blk	Z_t	$P(Z_t)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			39,5	-1,6	0,4478				
40	-	46				0,0779	4	2,3367	1,1840
			46,5	-1,1	0,3699				
47	-	53				0,1340	6	4,0455	0,9443
			53,5	-0,6	0,2359				
54	-	60				0,1832	7	5,4968	0,4123
			60,5	-0,1	0,0519				
61	-	68				0,2213	0	6,6397	6,6397
			68,5	0,4	-0,1695				
69	-	75				0,1370	5	4,1107	0,1924
			74,5	0,9	-0,3065				
76	-	82				0,1177	8	3,531	5,6564
			82,5	1,4	-0,4242				
Jumlah							30		9,3728

Keterangan :
Blk	=	Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
Z_i	=	$\frac{Blk - \overline{X}}{S}$
$P(Z_i)$	=	Nilai pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
Luas daerah	=	$P(Z_1) - P(Z_2)$
E_i	=	Luas daerah × N
O_i	=	f_i

Untuk $\alpha = 5\%$ dengan dk = 6- 1 = 5, diperoleh $\quad x^2_{tabel} = 11,0705$
Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal

Uji Homogenitas
Posttest

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

Ho diterima apabila $\quad F < F_{\frac{1}{2}a(v_1, v_2)}$

Daerah penerimaan

Tabel penolong homogenitas

No.	Kelas	
	8c	8b
1	90	80
2	80	70
3	50	70
4	70	50
5	90	60
6	70	70
7	90	40
8	80	60
9	70	80
10	40	60
11	70	80
12	40	50
13	70	40
14	70	50
15	80	60
16	90	40
17	70	60
18	60	80
19	80	50

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20	70	80
21	90	40
22	60	60
23	80	80
24	80	80
25	90	70
26	90	60
27	70	50
28	80	80
29	80	50
30	90	70
Σ	2240	1870
N	30	30
$\overline{X}$	74,67	62,33
S^2	198,16	197,82
S	14,08	14,06

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{198,16}{197,82}$$

$$F_{hitung} = 1,00$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = n-1 = 30-1 = 29
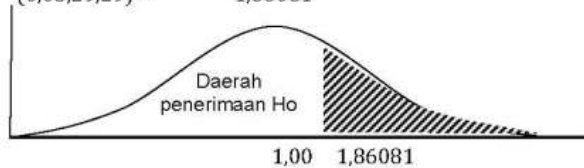
dk penyebut = n-1 = 30-1 = 29

F_{tabel} (0,05,29,29) = 1,86081

Daerah penerimaan Ho

1,00   1,86081

Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama **(Homogen)**

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UJI PERBEDAAN DUA RATA-RATA NILAI POST-TEST
KELAS 8c dan 8b

Hipotesis

$H_0 = \mu_1 \leq \mu_2$
$H_1 = \mu_1 > \mu_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ha diterima apabila $\quad t > t_{(1-\alpha)(n_1+n_2-2)}$

Daerah
penerimaan Ho

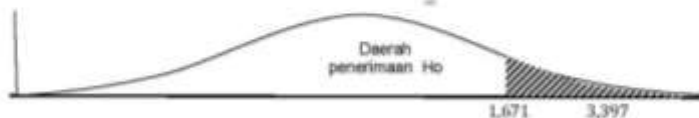| Sumber	8c	8b
Jumlah	2240	1870
n	30	30
$\bar{x}$	74,67	62,33
S^2	198,16	197,82
S	14,07693	14,0648498

Berdasarkan rumus diatas diperoleh

$$S^2 = \frac{(30-1)\ 198,16 + (30-1)\ 197,82}{30 + 30 - 2}$$

$S^2 = 197,99$
$S = 14,07$

$$t = \frac{74,67 - 62}{14,07\sqrt{\frac{1}{30} + \frac{1}{30}}} = 3,40$$

Pada $\alpha = 5\%$ dengan dk = 30 + 30 - 2 = 58 diperoleh $\quad t_{(1-0,05)(58)} = 1,671$

Daerah
penerimaan Ho

1,671   3,397

Karena t berada pada daerah penolakan Ho, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

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Appendix 9

Nomor	: B- 03 /Un.10.3/D.1/TL.00./01 /2019	2 Januari 2019
Lampiran	: -	
Perihal	: **Mohon Izin Riset**	

Yth.

Kepala SMP 18

di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama	: Abdul Latif	
NIM	: 1403046097	
Alamat	: Desa Wado Rt/ Rw 03/ 01 Kec. Kedungtuban Kab. Blora.	
Judul Skripsi	: **"THE Effectiveness of Using *Tell Me More* Software to Teach Dictation Exercise at Eight Grades in SMP 18 Semarang in The Academic Year 2018/2019.**	
Pembimbing	: 1. Daviq Rizal, M.pd.	
	2. Dr. Hj. Siti Mariam, M.Pd.	

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama satu bulan (mulai tanggal 7 Januari sampai dengan tanggal 7 Februari 2019).

Demikian atas kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. H. Fatah Syukur, M. Ag
NIP. 196812121999403 1003

Tembusan disampaikan kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
SEKOLAH STANDAR NASIONAL
Jalan Purwoyoso 1, Kel. Purwoyoso Kec. Ngaliyan Telepon (024) 7603798 Semarang
Web www.smpn18@disdik.semarangkota.go.id Email : smp-18@yahoo.co.id
SEMARANG   Kode Pos 50184

SURAT KETERANGAN
Nomor : 421.7 / 032

Yang bertanda tangan di bawah ini :

Nama	:	Dra. Nurwakhidah Pramudiyati
NIP	:	19650305 199003 2 006
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 18 Semarang
Alamat	:	Jalan Purwoyoso 1, Kel.Purwoyoso, Kec. Ngaliyan, Semarang.

Dengan ini menerangkan bahwa yang tersebut di bawah ini :

Nama	:	Abdul Latif
NIM	:	1403046097
Progdi	:	S1 Bahasa Inggris

Bahwa nama mahasiswa tersebut di atas telah melaksanakan riset guna menyusun penulisan skripsi dengan judul *"The Effectiveness of Using Tell Me More Software to Teach Dictation Exercise at Eight Grades in SMP 18 Semarang in The Academic Year 2018/2019"*, selama 10 hari mulai tanggal 7 Januari sampai dengan tanggal 16 Januari 2019.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 16 Januari 2019
Kepala SMP Negeri 18 Semarang

Dra. Nurwakhidah Pramudiyati
NIP. 19650305 199003 2 006

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PENELITI   : Abdul Latif
NIM   : 1403046097
JURUSAN : Pendidikan Bahasa Inggris
JUDUL   : THE EFFECTIVENESS OF USING DICTATION TECHNIQUE EXERCISE THROUGH TELL ME MORE SOFTWARE IN TEACHING SIMPLE PRESENT TENSE AT EIGHTH GRADE IN SMPN 18 SEMARANG IN THE ACADEMIC YEAR OF 2018/2019

HIPOTESIS :

a. Hipotesis Varians :

    H_0 : Varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah identik.

    H_1 : Varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

    H_0 : Rata-rata hasil belajar peserta didik kelas eksperimen ≤ kontrol.

    H_1 : Rata-rata hasil belajar peserta didik kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

    H_0 DITERIMA, jika nilai t_hitung ≤ t_tabel
    H_0 DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
awal	eksp	30	49.6667	16.91425	3.08811
	kontr	30	45.0667	15.46594	2.82368
akhir	eksp	30	74.6667	14.07696	2.57006
	kontr	30	62.3333	14.08471	2.58785

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Awal Equal variances assumed	.464	.498	.956	58	.343	4.00000	4.18444	4.37808	12.37608
Equal variances not assumed			.956	57.541	.343	4.00000	4.18444	4.37750	12.37750
Akhir Equal variances assumed	.225	.637	3.395	58	.001	12.33333	3.63307	5.06094	19.60572
Equal variances not assumed			3.395	58.000	.001	12.33333	3.63307	5.06094	19.60572

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,637. Karena sig. = 0,637 ≥ 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar peserta didik kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 3,395.

3. Nilai t_tabel (58;0,05) = 1,671 (*one tail*). Berarti nilai t_hitung = 3,395 > t_tabel = 1,671 hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar peserta didik kelas eksperimen lebih baik dari rata-rata hasil belajar peserta didik kelas kontrol.

Semarang, 4 Juli 2019
a/n Ketua Jurusan,
Pengelola Lab. Matematika

Ahmad Aunur Rohman

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PIAGAM

Nomor : B-126/Un.10.0/L.1/PP.03.06/03/2018

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa : •

Nama : **ABDUL LATIF**

NIM : **1403046097**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata Mandiri Inisiatif Terprogram (KKN MIT) Angkatan ke-5 Semester Gasal Tahun Akademik 2017/2018 dari tanggal 12 Januari 2018 sampai tanggal 25 Februari 2018 di Kelurahan Wates, Kecamatan Ngaliyan, Kota Semarang, dengan nilai :

.... 86 .... (.............. 4,0 / A ....)

Semarang, 14 Maret 2018

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Certificate

Nomor : B-3234/Un.10.0/P3/PP.00.9/07/2018

This is to certify that

ABDUL LATIF

Date of Birth: May 23, 1996
Student Reg. Number: 1403046097

the TOEFL Preparation Test

Conducted by

Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang

On May 31st, 2018

and achieved the following scores:

Listening Comprehension	: 46
Structure and Written Expression	: 45
Reading Comprehension	: 44
TOTAL SCORE	: **450**

Semarang, July 3rd, 2018

Director,

H. Muhammad Saifullah, M.Ag
00321 199603 1 003

Certificate Number : 120181845
* TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

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CURRICULUM VITAE

Name   : Abdul Latif

Student Number : 1403046097

Birth   : Blora, 23rd May 1996

Address   : Wado, RT/RW 01/03 Kedungtuban,
                Blora.

Educational Background:

A. Formal Education

1. MI Assalam 1 Wado, Kedungtuban, Blora.
2. Mts Kartayuda Wado, Kedungtuban, Blora.
3. SMK Telekomunikasi Darul Ulum, Jombang.

B.   Non – formal Education

1. Pondok Pesantren Darul Ulum, Jombang.

Semarang, 11th July 2019

The Writer,

Abdul Latif
NIM 1403046097