

**AN ERROR ANALYSIS IN DICTATION TASK OF
RECOUNT TEXT MADE BY TENTH GRADE STUDENTS OF
SMA 8 MUHAMMADIYAH CERME
ACADEMIC YEAR 2017-2018**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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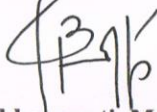
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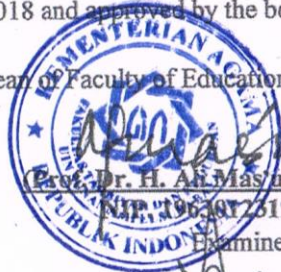


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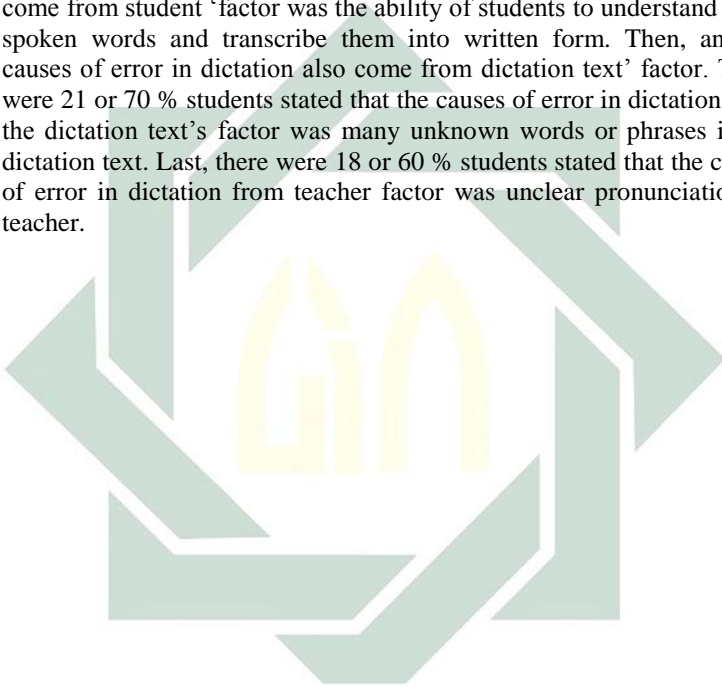
ABSTRACT

Farida, Ana Nur. (2018). *An Error Analysis in Dictation Task of Recount Text Made by Tenth Grade Students of SMA 8 Muhammadiyah Cerme Academic Year 2017-2018*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin, M.Ed, Ph.D., and Rakhmawati, M.Pd.

Key words: Error Analysis, Type of Error in Dictation, Cause of Error in Dictation, Recount Text

Dictation is one of technique to know student's ability in listening skill. When students do dictation task, they face a lot of difficulties. They need pay attention on what they heard and they write, because the letter and sound are not correspondence. Therefore, it can cause the students to make error in dictation. Because of that reason, the researcher wants to conduct a study about the students' errors. This research aimed to investigate some type of errors and causes of errors in the students' dictation task of tenth grade SMA Muhammadiyah 8 Cerme. This research discussed two research questions; they are; what are the most common errors made by the tenth grade students of SMA Muhammadiyah 8 Cerme during dictation? and what are the most common causes of errors made by the tenth grade students of SMA Muhammadiyah 8 Cerme during dictation?. This research used descriptive qualitative study approach. To collect the data, this research used documentation and questionnaire. Based on the results of the study, the researcher found that there were 752 error words in dictation task and it is classified into seven types. From the analysis, it also showed that the most common error in dictation occurred in spelling errors with 266 frequencies (27.9 %). The second was wrong word with 262 frequencies (27.5 %). The third was punctuation errors with 152 frequencies (15.9%). The fourth was article error with 141 frequencies

(14.8%). The fifth was missing final consonant with 73 frequencies (7.6%). The sixth was confusion of word error with 33 frequencies (3.4%). Last, the least common error occurred to extra final consonant with 25 frequencies (2.6%). In other words, the most common of error was spelling error. Then, based on the result of student's response, there were 22 or 73.3 % students stated that the causes of error in dictation come from student 'factor was the ability of students to understand some spoken words and transcribe them into written form. Then, another causes of error in dictation also come from dictation text' factor. There were 21 or 70 % students stated that the causes of error in dictation from the dictation text's factor was many unknown words or phrases in the dictation text. Last, there were 18 or 60 % students stated that the causes of error in dictation from teacher factor was unclear pronunciation by teacher.



ABSTRAK

Farida, Ana Nur. (2018). *An Error Analysis in Dictation Task of Recount Text Made by Tenth Grade Students of SMA 8 Muhammadiyah Cerme Academic Year 2017-2018*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Mokhamad Syaifudin, M.Ed, Ph.D., and Rakhmawati, M.Pd.

Key words: Error Analysis, Type of Error in Dictation, Cause of Error in Dictation, Recount Text

Dikte adalah salah satu teknik untuk mengetahui kemampuan siswa dalam keterampilan mendengar. Ketika siswa melakukan tugas dikte, mereka menghadapi banyak kesulitan. Mereka perlu memperhatikan apa yang mereka dengar dan mereka tulis, karena pengejaan huruf dan suara dalam Bahasa Inggris tidak sama. Hal itu dapat menyebabkan siswa melakukan kesalahan dalam dikte. Karena alasan itu, peneliti ingin melakukan penelitian tentang kesalahan siswa. Penelitian ini bertujuan untuk menyelidiki beberapa jenis kesalahan dan penyebab kesalahan dalam tugas dikte siswa kelas X SMA Muhammadiyah 8 Cerme. Penelitian ini membahas dua pertanyaan penelitian; Apa kesalahan paling umum yang dibuat oleh siswa kelas X SMA Muhammadiyah 8 Cerme selama dikte? dan apa penyebab paling umum dari kesalahan yang dibuat oleh siswa kelas X SMA Muhammadiyah 8 Cerme selama dikte ?. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Dalam pengumpulan data, penelitian ini menggunakan dokumentasi dan kuesioner. Berdasarkan hasil penelitian, peneliti menemukan bahwa ada 752 kata kesalahan dalam tugas dikte dan diklasifikasikan ke dalam tujuh jenis. Dari hasil analisis menunjukkan bahwa kesalahan paling umum dalam dikte terjadi pada kesalahan pengejaan dengan 266 frekuensi (27,9%). Yang kedua adalah kesalahan pada kata yang salah dengan 262 frekuensi (27,5%), yang ketiga adalah kesalahan tanda baca dengan 152 frekuensi (15,9%), yang keempat adalah kesalahan artikel dengan 141 frekuensi (14,8%), yang kelima adalah kesalahan pada

penghilangan konsonan akhir dengan 73 frekuensi (7,6%), yang keenam adalah kesalahan pada kata-kata yang membingungkan dengan 33 frekuensi (3,4%), dan yang terakhir terjadi pada kesalahan dalam penambahan konsonan akhir dengan 25 frekuensi (2,6%). Dengan kata lain, kesalahan yang paling umum adalah kesalahan dalam pengejaan. Kemudian, berdasarkan hasil respon siswa, ada 22 atau 73,3% siswa menyatakan bahwa penyebab kesalahan dalam dikte berasal dari faktor 'siswa adalah kurangnya kemampuan siswa dalam memahami dan menuliskan beberapa kata yang diucapkan. Kemudian, penyebab lain kesalahan dalam dikte juga berasal dari faktor teks dikte. Ada 21 atau 70 % siswa menyatakan bahwa penyebab kesalahan dalam dikte dari faktor teks dikte adalah banyaknya kata atau frasa tidak dikenal dalam teks dikte. Terakhir, ada 18 atau 60 % siswa menyatakan bahwa penyebab kesalahan dalam dikte dari faktor guru adalah pengucapan kata yang tidak jelas oleh guru.

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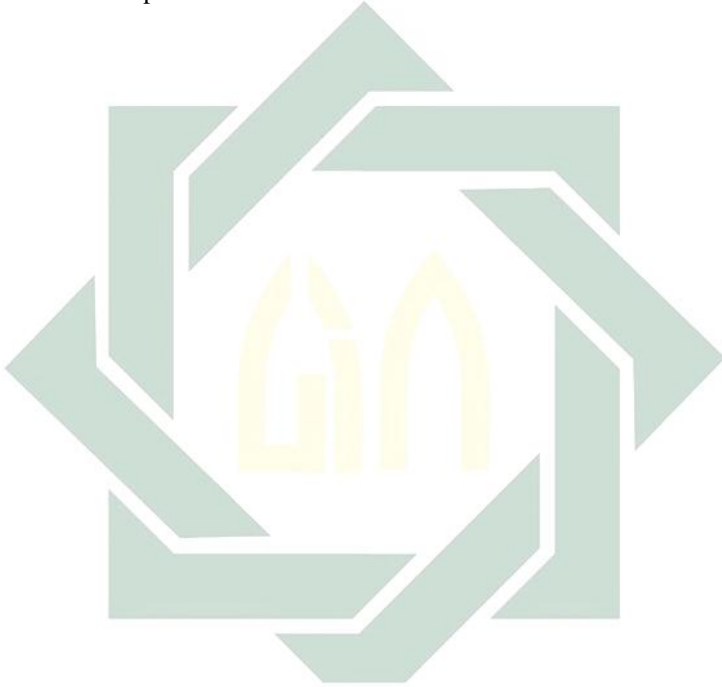
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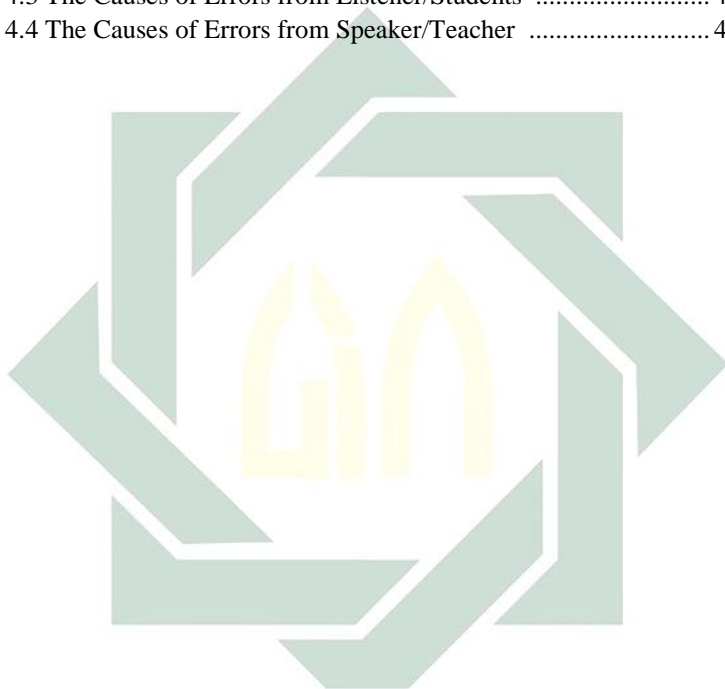
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CHAPTER I INTRODUCTION

In this chapter, the researcher presents about the idea of related study. It presents background of the study, statement of the problem, research question, objectives of the study, significance of study, scope and limitation of the study, and definition of key terms.

A. Research Background

Listening is one of the four skills in language learning that is important for students. According to Howat and Dakin, listening is the ability to identify and understand what others are saying.¹ It involves the ability to understand some aspects such as speaker's accent, pronunciation, grammar, vocabulary, and meaning. In listening activity, students need to give their attention to every word that they heard from speaker. They must also concentrate and focus with the audio and visual sign to write what they heard, so they can understand and interpret the content of listening material.

There are many ways to know the students' English proficiency in listening skill. One of them is by using dictation. Dictation is a decoding the sounds and recoding them in writing.² It involves the skills of listening comprehension, writing, and understanding of grammar and structure. Therefore, students must focus on listening and writing every word in dictation activity. As a standard procedure, students should hear the dictation twice. The first time, they should not write, but in the second they should take down note.³

Students might face the difficulties when teacher dictates English subject to them. For example, they have difficulties in understanding the spelling of spoken words in dictation. It is different when it is transcribed into written form because it is not correspondence between the sounds and letters. It can make

¹ Howat and Dakin, *An Analysis on How to Improve Tertiary EFL Student's listening skill of English*, Journal of Studies in Education, Vol. 2, No. 3, 2012, p. 206

² Semin Kazazoglu, *Dictation as Language Learning Tool*, Elsevier, Vol. 70, 25 January 2013, p. 1338

³ Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press. 1990), p. 8

students confuse and make error in the writing sentences during dictation. This condition was also experienced by students of X MIPA 1 in SMA Muhammadiyah 8 Cerme which based on the preliminary research, errors were found in their dictation task. Errors in dictation mean that students cannot understand the spoken words from teacher, so they make an error during dictation.

According to Richard Blight, several types of error in dictation are wrong word, spelling error, missing final consonant, extra final consonant, punctuation error, article error, and confusion of word errors.⁴ Some examples of error in dictation made by tenth grade students in SMA Muhammadiyah 8 Cerme when teacher dictate was “*he felt hungry*”, then the students wrote “*he felt hungri*”. That error included in spelling error. The other example was “*I had terrible day*”, but the students wrote “*I heard terrible day*”. That error included wrong word. Those examples showed that the students cannot correct their words using the right word. From those explanations, it can be concluded that many students have problems during dictation task.

Most of students made some errors in dictation task. The errors occurred because they cannot write the right words that they heard from teacher during dictation. It might be caused by several reasons such as the lack of vocabulary, the unfamiliar sentence, the speed of speaker, and the concentration. According to Boyle J.P, there are some factors that cause students make error in dictation such as the problem related to the dictation text, listener and speaker.⁵ Those problems of course will cause the errors in dictation.

In this research, the researcher chooses X MIPA 1 students of SMA Muhammadiyah 8 Cerme. The researcher is interested in conducting study at that school because the students often get dictation task. Based on the interview that have done by researcher, English teacher said that he adds the activity of dictation in teaching English lesson at least once for a chapter. Moreover, the English teacher dictates students in any form such as game and test. He said that it is important to test and check the students understanding in

⁴ Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No. 9, 2011, p. 18

⁵ J. P Boyle, *Factors affecting listening comprehension*, Elsevier, Vol. 1, No. 38, 1989, p. 35

listening activity through dictation because it can help and solve their problem in listening skill. The dictation is usually conducted in the class while learning grammar, conversation, and genre text.

Recount text is one of text given to the students in dictation task. Dictation of recount text is the difficult activity that becomes problem in listening activity, because there are some components that students still do not know yet such as the grammar and context of recount text. From those reasons, the students often make some errors during dictation of recount text. So, the researcher would like to know about error analysis of dictation in recount text. The researcher thought that it is necessary to analyse students' error in dictation because it has important role in listening activity. The analysis of students' errors can be useful to know students' problem and find the solution for it.

There are some previous studies that are similar to this study. The first previous study is *An Analysis of Iranian EFL Learners' Listening Comprehension Errors*.⁶ It was done by Marzieh Emadi. The aim of the study was to investigate the listening source of errors which disturb listening comprehension of Iranian EFL learners. The study used qualitative method. The analysis of data showed that the learners' listening comprehension problems could be categorized into unknown words, grammatical structures, pronunciation, lengthy sentences and unfamiliar phrases or collocations. According to the findings, it can be concluded that learners' errors are indicators of learners' mastery in a performing task. So, the teacher can know the level of their students and understand what kinds of problems students encounter while practicing listening comprehension in class.

Another previous study is "*Partial Dictation as a Test of Foreign Language Proficiency*".⁷ It was done by Johansson. The aim of the study was to know type of error in partial dictation. The study used qualitative method. According to the findings, the errors found in partial dictation were phoneme error, lexical error and

⁶ Marzieh Emadi, *An Analysis of Iranian EFL Learners' Listening Comprehension Errors*. Academy Publication, Vol. 5, No. 12, 2015, p 259-260

⁷ Johansson, *Partial Dictation as a Test of Foreign Language Proficiency*, English Contractive Studies Vol. 1, No. 3, 1998, p. 4-35

grammatical error. The analysis of data showed that most of students make error in grammatical error. It indicated that students have low performance in learning grammar.

Two previous studies are different in terms of the objective of this study. In this study, the researcher has purpose to know the most common error and causes of error in dictation of recount text. Then, it also concentrate the use of dictation and analysis the errors in dictation of recount text in tenth grade student in SMA Muhammadiyah 8 Cerme.

Therefore, from the explanation above the researcher is interested to conduct the study which the title “*An Error Analysis in Dictation Task of Recount Text Made by Tenth Grade Students in SMA Muhammadiyah 8 Cerme Academic Year 2017-2018*”.

B. Research Questions

This study is conducted to analyse the students’ error in dictation task. So, the following two research questions guide the study:

1. What are the most common errors made by the tenth grade students of SMA Muhammadiyah 8 Cerme during dictation?
2. What are the most common causes of errors made by the tenth grade students of SMA Muhammadiyah 8 Cerme during dictation?

C. Objectives of the Study

Based on the statement of the problem above, this study aims to investigate:

1. The most common errors made by the tenth grade students of SMA Muhammadiyah 8 Cerme during dictation.
2. The most common causes of errors made by tenth grade students of SMA Muhammadiyah 8 Cerme during dictation.

D. Significance of the Study

The significance of this study is to give contribution to the

1. English Teacher

This study can be used to help teacher in assessing listening through dictation. Moreover, English teacher can help students to overcome students’ problem in dictation activity.

2. Student

This study can be used for students to know and understand what errors that they often made in dictation task. Then, it can be the method of evaluation through dictation task, so they can improve their listening skill and measure their ability in listening activity.

3. The future researcher

This study can be used to add some references if they are interested in doing study that has similar topics with this study.

E. Scope And Limitation of the Study

The scope of this study is on students' errors in dictation of recount text. According to Richard Blight, errors in dictation are divided in two that are no answer and auditory errors, but in this study the researcher only discuss about the auditory errors. The researcher thinks that it is the parts of errors that are mostly occur in dictation task. Then, the researcher also discusses about the cause of error that come from three factors, they are listener/students, speaker/teacher, and dictation task. This study is limited to the tenth grade students at SMA Muhammadiyah 8 Cerme for the academic year 2017-2018. There are three classes in tenth grade at SMA Muhammadiyah 8 Cerme: X MIPA 1, X MIPA 2, X IPS, but in this study researcher only conducted in X IPA 1.

F. Definition Of Key term

To make the topic easy to understand, I define the key terms used in this study:

1. Error analysis

According to Douglas Brown, error analysis is analysis about student's error that can be observed, analyzed, and classified to reveal something of the system operating within the learner.⁸ In this study, error analysis describes and explains the error made by learners in dictation of recount text. A study of students' errors in dictation of recount text are obtained through student's writing production from dictation task of recount text of Eight

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S. :Longman, 2007), p. 170

grade students in SMA Muhammadiyah 8 Cerme by using some procedures of error analysis.

2. Dictation

According to Oller, dictation is a technique in which learners receive some spoken inputs for a short time, and then write what they heard.⁹ In this study, dictation is one of listening activity that usually used by English teacher in SMA Muhammadiyah 8 Cerme.

3. Error in Dictation

According to Diane Paul Brown, error in dictation is error that is caused by an inability to understand spoken language in a meaningful way in the absence of what is commonly considered a hearing loss.¹⁰ In this study, error in dictation include in spelling, punctuation, article, missing final consonant, extra final consonant, confusion of word.

4. Cause

The causes of error mean that some factors that cause student to make error in dictation. There are some factors that cause the students make error in dictation. According to Boyle, J.P, there are three factors that cause the error of dictation.¹¹ Those factors are related to content of dictation text, listener/students, and speaker/teacher. The researcher will analyses those three causes of error in dictation.

5. Recount Text

According to Anderson, recount text is a piece of text that retell past event for the purpose of informing and entertaining.¹² In this study, recount text is a text that is usually used by English teacher in SMA Muhammadiyah 8 Cerme in dictation.

⁹ Oller, *Dictation as a device for testing foreign language proficiency*, English Language Teaching, No. 25, 1971, p. 254-259

¹⁰ Diane Paul, et all. *Auditory Processing and Auditory /Language Interventions: An Evidence-Based Systematic Review*, American Speech-Language-Hearing Association, Vol. 42, July 2011, p.246-264

¹¹ J.P Boyle, *Factors affecting listening comprehension*, ELT Journal, Vol. 1, No. 38, 1989, p. 35

¹² Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p. 48

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explained theories and previous studies related to this study. The review of related theory are about listening, dictation, recount text, types of error in dictation, causes of error in dictation, and error analysis.

A. Review of Related Literature

1. Listening

Listening is the basic skill in language learning.¹³ Without listening skill, learners will not be able to communicate effectively. There is also other definition from another theory. Therefore, the researcher explained definition of listening according to some theories.

a. Definition of Listening

Listening is one of four skills in learning English language that belongs to receptive skill. The listener receives the information from the speaker and understands it. Then, they will construct the meaning when they get information from the speaker. Moreover, listening is more than hearing words. It is as a process of hearing, knowing and interpreting the words.

Rost defines that listening is a complex process of interpretation in which listeners matches what they hear with what they already know.¹⁴ In listening activity, they can construct their understanding the meaning by connecting their knowledge with the material that they hear in listening. They can listen as well if they have better

¹³ David Nunan, *Approaches to teaching listening in language classroom. In proceedings of the 1997 Korea TESOL Conference*, (Korea: KOTESOL, 1998), p. 27

¹⁴ Rost Michael, *Teaching and Researching Listening*. (Longman: Edinburg, 2002), p.45

knowledge in knowing the phonological, morphological, and syntactical knowledge.

Another definition from Goss, he also defines listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.¹⁵ So, listening is not only to get some information or to enjoy what they listen, but also it has some another meaning for the listener. The listener has to pay attention to catch the sounds and remember it in memory. While the input of listening is in memory, the listener can interpret the meaning and make analysis of the language.

From the definition above the researcher concludes that listening is a process included activity listening sound, interpret, and comprehend for the content of meaning. In listening activity, the students must try to construct a meaning when they get the information from the listening material. Therefore, students can understand and interpret the listening material.

b. Type of Listening

According to Rost, there are three types of listening¹⁶

1. Selective Listening

Selective listening refers to listening activity that the learners must pay attention on key parts that they want to hear in listening material. In selective listening, the learners can predict the information and then select the cues of it. They can understand the overall text meaning by notifying the key parts of information in listening material. So, the key points in this listening are the learners focus on selected information and the learners has the opportunity to check their understanding about that information.

¹⁵ Goss, *Learners' Listening Comprehension Difficulties in English Language Learning*. English, Canadian Center of Science and Education, Vol 9, No 6, 2016, p, 124

¹⁶ Rost Michael, *Teaching and Researching Listening*. (Longman: Edinburg, 2002), p 68

2. **Interactive Listening**

Interactive listening refers to listening in a collaborative conversation where the learners interact with the native speaker to build a communication. In this listening, the listener has to listen well on what is being said by the speaker and respond it. It involves the listener and speaker in dialog. The learners interact actively with others to take role in understanding information through giving feedback, asking question, and supporting speaker in communication.

3. **Intensive Listening**

Intensive listening refers to listening to the text intensively by paying attention of some aspects such as sounds, words, phrases, and grammatical. It needs higher level comprehension than the other type of listening. So, the learners have to focus and concentrate in every word from speaker. There are some type of intensive listening activity such as dictation, elicited repetition, error spotting, grammar processing. Dictation is also called intensive listening because it involves listening, vocabulary, grammar, and the ability to interpret some words from context of listening.

From the explanation above, it can be concluded that there are three types of listening. They are selective, interactive, and intensive listening. Those types of listening have specific characteristic that distinguish each other. Selective listening focuses on the main idea or key information in the listening text. Then, interactive listening involves collaborative conversation in which learners interact with other learner, so they must be active in listening. While intensive listening refers to listening some words intensively by paying attention on what actually said and focusing on the sound, meaning, and grammar in the text.

2. **Dictation**

Dictation is the technique used in the listening activity to know student's understanding in some spoken words and

written forms. The researcher explained the part of dictation such as the definition of dictation, characteristics of dictation, and types of dictation.

a. Definition of Dictation

According to Longman Dictionary of Applied linguistics, dictation is a technique used both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible.¹⁷ This is a technique used in listening to know the students ability in recognizing and identifying of the spoken words. In dictation activity, students will listen a text more than once and they will try to remember and write down the text. So, dictation is a test for students that they listen an oral text read by teacher and write what they heard about it.

According to Davis and Rinvoluceri as stated by Semin Kazazoglu define dictation as decoding the sounds of (English) and recording them in writing as learning task.¹⁸ The step of dictation when it is used in the classroom is teacher read aloud the text and students have to write down what is said by the teacher. The students are expected to receive the content of text that is read by teacher and recognize it so that they can transcribe spoken words into written words. Then, they will check the result of dictation and correct the errors made by students. Dictation can help students to develop their aural comprehension in listening. It also can be the effective way to know and evaluate the comprehension, grammatical, and spelling error both in listening and writing.

In conclusion, it can be said that dictation is an activity where a student transcribes words in text that they listen from the teacher. Moreover, in dictation activity, students not only memorize about the words, understand

¹⁷ Jack C Richard, *Longman Dictionary Of Language Teaching And Applied Linguistics* (London: Longman Group Limited, 2002) p. 157

¹⁸ Semin Kazazoglu, *Dictation as Language Learning Tool*, Elsevier, Vol. 70, 25 January 2013, p. 1338

the spelling of words, but also they have to understand the meaning of words that they hear from teacher. Students must be focus and concentrate on what teacher dictate so that they can listen and write the words during dictation. It is one of the listening activities that can help teacher to check the students' skill of spelling English through their listening skill.

b. Types of Dictation

In giving dictation task to the students, teacher must pay attention to the specific content of dictation. Teacher should determine the types of dictation used in test. According to Oller, there are five types of dictation that can be used in teaching students in the classroom.¹⁹ Those five types are explained below.

1. Standard dictation

Standard dictation is the most familiar in type of dictation. In this dictation, students have to write spoken words by the teacher or play back from a recording. The material given should be at normal speed. Then, it should be long enough in order can give the challenge to the students to memorize it.

2. Partial dictation

Partial dictation is similar to standard dictation. In this dictation, students will be given both written version and spoken text. In written text, there are some words that are deleted. So, students must listen to the spoken material and fill the missing words in the written text. It is easier than standard dictation because students only focus on the missing words. In other word, it can be called as completing some words in text by listening material read by teacher.

3. Dictation with competing noise

Dictation with competing noise can be called as noise dictation. In this type of dictation is more difficult than other type of dictation because the materials are given with adding noise. The addition of

¹⁹ Oller J., *Dictation as a device for testing foreign language proficiency*, English Language Teaching, No. 25, p. 243

noise in the process of dictation is used to imitate a natural condition. In this type of dictation, the students must listen a text one or more times. Then they are asked to write and memorize the text that they have heard.

4. **Elicited imitation**

Elicited imitation is the type of dictation that students must listen the material and repeat what they heard. The successful of this type dictation are determined by the condition of class. Teacher should make the class silent in order students can listen well and remember what they heard. Teacher also should make sure that all students get ready to face dictation test so the students can get test successful in test.

5. **Dicto-Comp**

Dicto-comp is type of dictation formed by two words, dictation and composition. Here, teacher will read the text three times and students must write it after teacher read at last time. They should recall the story and write the story as accurately as they can. This dictation is sometimes called natural dictation. In doing this dictation, teacher should consider with some aspects such as language, length and complexity, and background knowledge and interests of the students so it can run well.

From the definition above, it can be concluded that there are five types of dictation. They are standard dictation, partial dictation, dictation with competing noise, dicto-comp, and elicited imitation. Each type has some characteristic. The standard dictation is type of dictation that involves teacher dictate text at normal speed. Then, partial dictation refers to dictation in which the learners have to fill in the blanks of text dictated by teacher. Next, dictation with competing noise is needed by adding the noise during dictation. While, elicited imitation is a type of dictation that students must repeat what they heard from dictation. Last, dicto comp is type of dictation that needs more concentration from students because

they must remember and write words after read by teacher in several times.

3. **Recount Text**

Recount text is text that usually tells about past experience of the writer. The purpose of the text is usually to give the reader a description of event. In this part, the researcher explained the part of recount text such as the definition of recount text and the generic structure of recount text.

a. **Definition of Recount text**

Based on the 2013 curriculum, there are some kinds of genre text that students of Senior High School must learn. One of them is recount text. According to Anderson, recount text is a text that retells past events, usually in the order to know about in which they happened.²⁰ The purpose of a recount text is to give the reader a description of what happened, where the story takes place, and when it happened.

Another definition from Derewianka, recount text is a text that retells events or experiences in the past which has purpose either to inform or to entertain the audience.²¹ Story that is usually told in the recount text is based on the life experiences of writer in past. In addition, recounts are used in some subject usually to remind of series of events such as unforgettable moment, holiday, and activities in the past.

Based on those explanations, it can be concluded that recount text is a text that retell about experience in the past time with the sequence of events. In addition, the purpose of recount text is to retell series of events for giving information or entertaining the reader.

b. **Generic structure of Recount text**

According to Derewianka as stated by Azhar, the generic structures of recount text consist of orientation,

²⁰ Mark Anderson - Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p. 48

²¹Derewianka Beverly, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p. 14.

events, and reorientation.²² The following are the generic structure of recount text.

1. Orientation

Recount text begins with orientation to introduce and give the background information in order the reader can understand to the next part of story. In the orientation also explain about what happened, who was involved in the story, when and where the story occurred and why the story happened.

2. Event

In the recount text, events are the series of activities that happened in the past. The events are written chronologically. The describing of events depends on the writer's creativity. Sometimes there is also some additional information in the events to give more information to readers.

3. Reorientation

The final generic structure of recount text is reorientation. It is about the end of what happened in the events. It includes conclusion of story, evaluating the topics of story or giving comment, opinion, and feeling of the writer about what happened in story.

Based on the explanation above, recount text has there generic structure that consist of orientation, event, and reorientation. In the orientation, the writer explains about what, when, and where the story take place. Then, the writer explains about the series of events chronologically in the part of event. Last, the writer talks about the conclusion of story and the feeling of the writer about the story in the reorientation.

²² Azhar Syaiful, *Analysis of Generic Structure of Recount Text*, (Graduating Paper, IAIN Salatiga, 2015) p.27

4. Error

Error occurred as the result of learning second language.²³ However, many people have other definition about error. Therefore, the researcher explained about the definition of error based on some theories.

a. Definition of Error

Learning English as second language is sometimes difficult for students and it can cause them in making error. The realization of student errors is important to know their understanding in language learning process. In addition, the error also can indicate about the student's ability in learning language. Therefore, errors can be evaluation of teacher to achieve the target language learning successfully.

There are some definitions of error by expert. Ellis explained that error is reflecting gap in a learner's knowledge.²⁴ They occur because the learner does not know what is correct. It means that the error occur because of the students do not know what is correct and also they have less knowledge about the material. The students have not mastered the second language yet, so they still do not understand how to correct the errors that they have made in language learning.

Another definition by Lennon, error is what takes place when the deviation arises as a result of lack of knowledge.²⁵ It means that the errors occur because of the students has less knowledge. Learner's errors can evaluate how they learn and acquire the language and what strategies they use in language learning. Further, the teachers have responsibility to overcome their students' language errors. The teacher has to realize that making error in language learning is usual thing, because it is not

²³ Rod Ellis, *Second Language acquisition*, (Oxford: Oxford University Press, 2007), p. 13

²⁴ Rod Ellis, *Second Language acquisition*, (Oxford: Oxford University Press, 2007), p. 37

²⁵ Lennon, *An Error Analysis Case Study: Out of Context Translation of Persian Sentences into English for EFL Learners*. Vol. 3, No. 8, 1991

easy. The students must achieve the second language acquisition from some errors first, and they can learn from their errors, so they can decrease their errors and improve their ability in language learning.

From the definitions above, the researcher concludes that error is a fault which is made by the learners because the lack of knowledge about the target language. The student's error shows about the problem that students have in language learning. In addition, errors occur when students do not know what is correct so they also cannot make correction on what they learn.

5. Error in Dictation

Error in dictation is error that is caused by an inability to understand spoken language in a meaningful way in the absence of what is commonly considered a hearing loss. According to Richard Blight, errors in dictation are divided into seven types.²⁶ Those are explained below.

a. Wrong Word

This error occurs when student cannot write the right words that cause destroy the meaning. In cases when two words sound similar, then students are difficult to identify the correct word from it, as the result, they write wrong word in sentence. Wrong word errors also appear to be serious problem because it indicates student's misunderstandings toward spoken word.

Example:

1. Heard – Head
2. Weather – Whether
3. Line – Lie
4. A man – Among
5. Almost – Enormous

b. Spelling

Error in spelling occurs when there are some letters that have similar pronunciation that make students cannot distinguish between those letter and sound of the words

²⁶ Richard Blight, *Error Analysis of Dictation Exercise*. ELT Journal, No. 9, 2011, p.18

when they write. In addition, producing correct spelling is the most difficult task for students during dictation.

Example:

1. Ploblem – Problem
2. Regulary – Regularly
3. Jeneral – General
4. Univercity – University
5. Advertisment – Advertisement

c. Missing Final Consonant

Missing final consonant is the type of errors that miss a final consonant in a word. Students miss it because they are spoken weakly with subsequent sounds. Then, students also usually make the error in dictation by missing difficult parts of a text

Example of omission:

1. Route – Route (s)
2. Clot – Cloth (h)
3. Touris – Tourist (t)
4. It – It's ('s)
5. Month – months (s)

d. Extra Final Consonant

This error means that the process of adding final consonant in writing as result of error in dictation task. Moreover, error in extra final consonant is caused not only by phonological errors, but also by the lack of mastering grammatical rules. The students added an extra consonant sound to the end of a word on in the dictation.

Example:

1. Polices – Police
2. Arrived – Arrive
3. Student's – Student
4. Chocolates – Chocolate
5. That's – That

e. Punctuation

Error in punctuation can help reader to follow the separations between sentences. According to Stanley et al.,

there are 12 types of punctuations²⁷. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or -), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (“”), and the apostrophe (‘). The use of correct punctuation showed the student’ understanding of both meaning and grammar has occurred during listening. In some cases, many students make punctuation error because they just focus on word that they heard and ignore the punctuation in their writing.

Example:

1. What did he say. – What did he say?
2. She visited to the uncle house – She visited to the uncle’s house

f. Article

There are two types of articles, they are, indefinite and definite article. They have function to modify noun. The indefinite article is “a” and “an”, while definite article is “the”. The article “a” precedes nouns that start with a consonant sound (a rocket). The article “an” precedes noun that start with a vowel sound (an astronaut). Students make article error because they are difficult to use both the definite and indefinite article in their dictation exercises.

Example:

1. I had a accident – I had an accident
2. The village is a hour from Oxford– The village is an hour from Oxford

g. Confusion of word

In learning English, there are some confused words. It is also occurred in listening activities. Some students will hear some words that have similar sound but have different meaning. It is usually called by homonym. It is two words that have the same spelling or pronunciation but have different meaning. It is hard to determine which the correct one in given context. Therefore, the students will make a

²⁷ Linda C. Stanley, *et al.*, *Ways to Writing: Purpose, Task and Process*, (New York: MacMillan Publishing Company, 1988), p. 427

wrong word choice when choosing a word that has similar sound with a different meaning.

Example:

1. Their – There
2. Leave – Leaf
3. Hard – Heart
4. Where – Were
5. So – Saw

6. Cause Of Errors in Dictation

Cause of error in dictation is some factors that cause students make error in dictation. According to Boyle J.P, there are three problems that cause the error in dictation (see table 2.1).²⁸

Table 2.1 The Cause of Error in Dictation

No	The Cause of Error In dictation Task		
	Dictation Text	Listener	Speaker
1.	Problem related to unfamiliar word in text	Problem related to inability in getting a general understanding of the spoken text and predicting what would come next	Problem related to unclear pronunciation
2.	Problem related to grammar structure in text	Problem related to guess the meaning of unknown words or phrases in the dictation text	Problem related to variety of accents
3.	Problem related to authentic material	Problem related to inability in recognizing the words they knew in spoken form but difficult to write it	Problem related to speed of delivery
4.	Problem related to unfamiliar topic in text	Problem related to memory	Problem related to lack of visual support

²⁸ J.P Boyle, *Factors affecting listening comprehension*, ELT Journal, Vol. 1, No. 38, 1989, p. 4-38.

5.	Problem related to the length of text	Problem related to use my experience and background knowledge of the topic to understand the dictation text	Problem related to lack of pauses
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The following are the explanation about the cause of error in dictation related to dictation text, listener, and speaker.

a. The problem related to the dictation text

The listening material may be the main source of dictation. In particular, unfamiliar words, difficult grammatical structures, and the length of the spoken text may present students with listening problems. Problems of listening in dictation related to listening material can be seen in relation to some aspects.

1. Problem related to unfamiliar word in text

Students will be very hard to get every word in dictation activity and it will take longer time to guess unknown word. In other word, if student find an unfamiliar word, it can make them stop listening and think about the meaning of that word for a while and miss the next part of the speech. It is occurred because the lack of vocabulary of students.

2. Problem related to grammar structure in text

The difficulty grammatical structures can cause problem to students in listening activity. It is supported by other study shows that the difficulty in listening comprehension is due to the structural component of the text.

3. Problem related to authentic material

The real language or authentic material can influence the students to understand the listening text. The materials should be designed for teaching and listening purposes. Therefore, the language in listening text should be simplified. If students listen informal conversation that consists some words that sounds weird to students, of course they will not know what they are listening to.

4. Problem related to unfamiliar topics in text

In listening activity, one of the problem that make students find difficulty in listening activity is unfamiliar topic in text. It can make them difficult to know the content of text. Therefore, it is necessary to make sure that students are interested with the listening material by giving the familiar topic in order students can understand the text.

5. Problem related to the length of a spoken text

The length of the text can be one factor that give negative effect the learners' listening comprehension. It can make listeners bored and disturb their concentration. Therefore, it can be concluded that long spoken texts can disturb the learners' listening comprehension.

b. The problems related to the listener

Some problems in listening activity may is caused from the listener inability to recognize the main words in listening comprehension and understand the spoken text from the first listening. Boyle also explains several problems from listeners which make listening difficulty.

1. Problem related to inability in getting a general understanding of the spoken text and predicting what would come next

One of the difficulties that face students in listening activity is predicting what would come next and to getting a general idea from the first listening. They sometimes find difficulty to apply listening strategies in predictive skills and the skills of getting the general idea.

2. Problem related to guess the meaning of unknown words or phrases in the dictation text

The major problem in listening activity is the lack of vocabulary of students. When the vocabulary was too limited, of course they will be difficult to guess and understand the message. Students can think too much about unknown word and miss the next part of listening. Therefore, the students should

have many vocabularies to overcome the problem in listening.

3. Problem related to inability in recognizing the words they knew in spoken form but difficult to write it

There are words that many students recognize the words in their written form, but they find difficulty in listening of spoken words. The students will be difficult to learn English in listening activity when they do not learn a new word both in written and spoken form. In addition, the new word can be recognized easily when it is pronounced in slow motion. Then, the students' knowledge toward the sounds pronounced by the teacher can help them to recognize new word.

4. Problem related to memory

Some students have difficulty in remembering some words after being taught. They tend to quickly forget what they heard after the teacher finishes talking or they may spend too much time on translating.

5. Problem related to use my experience and background knowledge of the topic to understand the dictation text

Background knowledge about a topic is also important for students to understand the listening text. Although students has mastered the skill of English skill, but when they have lack of basic background knowledge, it can cause reduced their listening comprehension. The experience and background knowledge also can help students to guess the unfamiliar word in listening text.

c. The problem related to speaker

Problems of listening can be caused by the speaker. It can make the listener make error in write the words. The following are some problems related to speaker can be seen in relation to some aspects.

1. Problem related to unclear pronunciation

One of the problems caused by the speaker in listening activity is unclear pronunciation. It can be a main source of listening problem. It also causes the difficulty for students to understand their English listening. They will find the difficulty to understand the meanings of words that are not pronounced clearly.

2. Problem related to variety of accents

The variety of accents can cause difficulties for students in listening comprehension. Students can feel surprised when they listen to another accent from the speaker. It can make them unable to understand what is being said by the teacher.

3. Problem related to speed of delivery

Speed of speech can influence students to listen to material from the teacher. Students will find it difficult to understand what is being said if the teacher speaks too fast, even if the words are familiar to them. Moreover, it can make students unable to focus on what they want to write from spoken words.

4. Problem related to lack of visual support

Another cause of listening problem is lack of visual support. Visual support can be in the form of pictures, a video, or writing. It helps students understand the text. Students find it difficult to understand the meaning of the text without seeing the speaker's body language. It is easier for students to know the message in the text when they see the teacher's faces and gestures.

5. Problem related to lack of pauses

Students find it difficult to understand the listening text when the speaker does not pause long enough. The pauses can give students more time to think and write what they heard from the teacher. They can also take notes to write the important things from listening material.

From the explanation above, it can be concluded that the causes of error in dictation are

from three sources, they are, the dictation text, listener, and speaker. The error in dictation caused by dictation text is unfamiliar word in text, grammar structure in text, authentic material, unfamiliar topics in text, and the length of a spoken text. While the error in dictation caused by listener usually come from the background knowledge of students about second language such as vocabulary, grammar, and context of language. Last, the error in dictation caused by speaker is unclear pronunciation, variety of accents, speed of delivery, lack of visual support, and lack of pauses.

7. Error analysis

Error analysis is important part in second language learning. Error analysis is the study of errors that made by students when they are learning second language. In this case, the researcher explains two parts of error analysis such as the definition of error analysis and procedure of error analysis.

a. Definition of Error Analysis

According to Ellis error analysis is a type of linguistic analysis that focuses on the errors learners make.²⁹ It consists of a comparison between the errors made in the target language and that target language itself. There are some procedures of error analysis. They are identifying errors, describing the errors, explaining the errors and evaluating of errors. In error analysis, teacher tries to find the errors and the causes of them.

Brown also says error analysis is the process of to observe, analyze, and classify the derivation of the rules of the second language and then to reveal the system operated by learners.³⁰ The purpose of error analysis is to find some problem faced by students. Teacher can help teachers' problem in teaching second language by correcting all the

²⁹Rod Ellis, *Second Language acquisition*, (Oxford: Oxford University Press, 2007), p. 51

³⁰H. Brown Douglas, *Principle of Language Learning and Teaching*, (Regenes Englewood Cliffs: Prentice Hall, 1987), p.98

errors made by students in order they can learn from the error.

From the definition above, it can be concluded that error analysis is the technique used in identifying and analyzing the student's errors in language learning. It is also a methodology for knowing learners' ability in language learning. Error analysis is important to know the students' progress for teacher and to better know the correct form of the target language for students. After analyzing the errors, teacher also should explain the causes of errors in order they can help students problem in language learning.

b. Procedures of Error Analysis

There are some procedures that should be followed by the researcher. According to the Ellis, there are five stages in doing the error analysis. Those are collection of a sample of learner language, identification of errors, description of errors, explanations of errors, and evaluation of errors.³¹

1. Collection of a Sample of Learner Language

The first step in error analysis is to collect a sample of learner language. It involves collecting several samples from the whole learners in the classroom as representative of the entire population. From the sample determined by the researcher, it can be collected the data of research. The most common samples used by researchers must be specific to avoid the difficult task of identification, describing and evaluating the large number of samples taken in sample collection.

2. Identification of Errors

The second step in error analysis is to identify the errors. To identify the error, the researcher has to write and list the words which contain the error. The purpose of identification of error is to compare the error word made by the learners and the correct

³¹ Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p. 57

word. For example, the learner made error in dictation by writing “*There are many fruit in the market*”. That sentence contains error word, the correct one is “*There are many fruits in the market*”. After comparing those sentences, the researcher know that the learner use “*fruit*” instead of “*fruits*” The error include in missing final consonant.

3. Description of Errors

The third step in error analysis is to describe the errors. The researcher describes the errors by classifying errors in table that consist the error words made by the learners. All errors are described based on the types of errors. They are wrong word, spelling errors, missing final consonant, extra final consonant, article errors, punctuation errors, and confusion of word errors. The purpose of description errors is to know categories for errors that can help in the process of developing a comprehensive taxonomy of L2 errors.

4. Explaining Errors

The forth step in error analysis is to explain the errors. After describing error words, the researcher explains the result of the error words and classifies the most common errors that occur in students’ dictation task. Moreover, explaining errors also involves determining their causes of errors in order to know why they have made errors.

5. Evaluating of Errors

The last step in error analysis is to evaluate the errors. In this step, after explaining errors words, the researcher evaluates the global errors and local errors. It helps the students to learn and evaluate in language learning. The evaluation of learner error shows a great number of problems. Therefore, the context in which the errors occurred can influence the error evaluation.

From the explanation above, it can be concluded that the procedures of error analysis is divided into five steps. The first step is collection of a

sample of learner language that involves the collecting of data in research. Then, the second is identification of errors that find out the errors by underlying and classifying the errors. The third is description of errors that describe the error based on the type of error. The fourth is explaining errors that explain the result of error, and the last is evaluating of errors that evaluate the global error.

B. Previous study

There were some previous studies which had same topic but different study focus with the title “An Error Analysis in Dictation Task of Recount Text Made by Tenth Grade Students in SMA Muhammadiyah 8 Cerme Academic Year 2017-2018”. In this case, the researcher describes some previous studies which are relevant to this study.

First, the study entitled “*Analysis of the Spelling Patterns of 4th Grade Students Based on a Word Dictation Task*”. It was done by Santos MT. The purpose of this study was to establish a profile of the spelling patterns studied in students from public and private schools and to describe a word spelling task for clinical and educational settings. This study used qualitative method. The results indicated the highest number of mistakes was found in generalization, omission, voiced-voiceless, and addition.³² The previous study was only focus on the spelling error in dictation task, but this study analyzed many aspect of errors in dictation such as include wrong word, spelling, missing final consonant, extra final consonant, article, punctuation, and confusion of word.

Second, the study entitled “*Listening Dictation as a Testing Device*” It was done by Fumio Miyahara. The purpose of the study was to analyze the types of errors in dictation. This study involved 53 students. The result showed that there were 79 errors of confusion of sound, 68 errors of omission of sound, 57 errors of shifting of word order, 30 errors of addition of sounds, 15 of semantic errors, 13 errors of word boundary, 9 errors of addition of morpheme, and 7 errors of metathesis. Then, the error that most frequently occur was confusion of sound with 79 frequencies of

³² Santos MT, *Analysis of the Spelling Patterns Of 4th Grade Students Based On A Word Dictation Task* , vol. 3, No. 25, 2013

errors.³³ The previous study has the similarity with this research in analyzing type of errors in dictation. However, the type of errors analyzed was different with this research. The previous study analyzed eight types of errors in dictation, while this research focused to analyze only seven types of errors in dictation. Then, this research also discussed about the causes of error in dictation task.

Third, the study entitled “*An Analysis of English Majors Speech Perception Problems*”. It was done by Shujing Zhang. The objectives of the study were to identify English majors’ error patterns in speech perception, to know the implication of this research in listening learning and teaching. This study used descriptive qualitative. The data was obtained through doing five dictation tests. The result of the research showed that the total number of errors of the six categories was 193. There were 43 % misperceived sounds, 28 % adding and missing sounds, 13 % morphological errors, 10 % punctuation errors, 6 % paraphrase, 4 % misperception of unstressed elements. Then, the research can imply in teaching listening such as can be useful to teachers who want to find out their students’ problems in speech perception, can help teacher in solving the problems of distinguishing phonemes can help teachers to use all kinds of resources to promote the integration of listening with other language skills.³⁴ The previous study discuss about the type of error in speech perception and the implication of it in listening and teaching while this research was more specific in the dictation task. It discusses two aspects include types and causes of errors in dictation task.

Forth, the study entitled “*An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*”. It was done by Arafat Hamouda. The purpose of the study is to investigate the listening problems encountered by a group of first year English major students of Qassim University. Data was gathered by questionnaires and interviews. The results of the study showed that accent, pronunciation, speed of speech,

³³ Fumio Miyahara, *Listening Dictation as a Testing Device*, Vol. 2, No. 13, 1984, p. 115

³⁴ Shujing Zhang, *An Analysis of English Majors Speech Perception Problems*, Journal of Chemical and Pharmaceutical Research, Vol. 6. No. 6, 2014, p. 2477

insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities.³⁵ The previous study only discusses about the problem in listening activity, but in this study the researcher try to add one aspect about the kinds of error in dictation task.

The last study entitled "*Identification Errors Made by EFL Collage Students in Dictation*" was done by Afrah M. Lahad. The purpose of the study was to identify the comprehension errors that EFL college students make in dictation. This study used a ready test which has been chosen from a book entitled "English Sounds and Spelling: Dictation Pieces" by Hill (1971). The result of the analysis showed that the number of comprehension errors is 225 errors in dictation test. Then, students' comprehension errors showed their difficulties in perception of spoken text and poor vocabulary repertoire.³⁶ The difference between previous study and this study is on the type of errors that discuss in the research. The previous study analyzed about the comprehension error in dictation, while this study analyzed the error in dictation. Moreover, the participant of the previous study is university students, but this study is students in senior high school. Then, the researcher also adds other aspect in this research that discuss about the causes of the error in dictation.

Therefore, the researcher concluded that the previous studies above have differences with the current research. Those previous studies became the resource and foundation to continue the current study about analysis of errors in dictation made by students. In this study, the researcher focused on analyzing the most common error and causes of student error during dictation.

³⁵ Arafat Hamouda, *An Investigation Of Listening Comprehension Problems Encountered By Saudi Students In The EL Listening Classroom*, International Journal of Academic Research in Progressive Education and Development, Vol. 2, No. 2, April 2013

³⁶ Afrah M. Lahad, *Identification Errors Made by EFL Collage Students in Dictation*. Al-Mustansiriyah University College of Basic Education, No. 52, Vol. 3, 2007

CHAPTER III RESEARCH METHOD

This chapter explains how the researcher conducts the study and gets the data to answer the research objectives and research questions. This chapter discusses about research design, research setting and subject, data and source of data, research instrument, data collection analysis technique, data analysis technique and research stages.

A. Research Design

This study is conducted to get the information about error analysis of dictation in report test for eight grade students in SMA Muhammadiyah 8 Cerme. This study was qualitative that would describe the potential problems that may happened in listening activities, namely dictation. According to Glass and Hopkins as stated by Hilary Mc Lellan, descriptive research describe events and organize, tabulates, depicts, and describe the data collection.³⁷ It often used the visual aids such as graph and chart to aid the reader in understanding the data distribution.

This study used that method because it was appropriate to the objectives of the research which focused on analysis of dictation error in recount. Then, the results of the research would be explained with the data interpretation found in the field. The results were described and presented in narrative form.

B. Research Setting and Subject

In this study, the researcher took the students from tenth grades in SMA Muhammadiyah 8 Cerme academic year 2017-2018 as the subject of this study. The researcher had criteria when choose the subject of the study. There were three classes in SMA Muhammadiyah 8 Cerme; X MIPA 1, X MIPA 2, and X IPS class which the total of the students were 88 students from 3 classes. The researcher only used one class in X IPA 1 which consists of 30 students. Based on the interview with English teacher of SMA

³⁷ Hilary McLellan and Naney Nelson Knupfer, *Descriptive Research Methodologies*.2004, p. 196-202

Muhammadiyah 8 Cerme, X MIPA 1 students had been taught about recount text. Then, the English teacher often did dictation activity in X MIPA 1 class than the other class.

C. Data and Source of Data

1. Data

In conducting study of error analysis in dictation of recount text, the data of this study were some error words in dictation of recount text made by students and students' response toward the causes of error in dictation task.

2. Source of Data

The source of data to answer the first research question was obtained from the documentation of the students' dictation task about recount text that the teacher gave in the classroom. In addition, the source of data to answer the second research question was obtained from students.

D. Data Collection Technique

Collecting data can be done in various setting, sources and ways such as interview, questionnaire, observation, and documentation.³⁸ In this study, there were two techniques in collecting the data; they are documentation technique and questionnaire.

1. Documentation

To collect the data of student's error in dictation task, the researcher used documentation technique. The researcher recorded the words dictated by using audio recording to check the words that teacher dictate and students write in dictation task. Then, the researcher asked the permission to the teacher to ask and copy the students' writing production from dictation task. In this study, the researcher only took two assignments from dictation task as documentation.

2. Questionnaire

To collect the data about the causes of error in dictation, the researcher used questionnaire as data collection technique.

³⁸ C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India:University of Rajasthan Jaipur, 2004), p.130

The content of questionnaire consists of 15 questions that relate to the causes of error in dictation. It was distributed to 30 students in a class in order to get written response from them after dictation task.

E. Research Instrument

The instruments that were used by the researcher to get the data were:

1. Documentation

In this research, documentation was used as data collection. Documentation data was every written forms data or film which will be provided if there is request from investigator.³⁹ Documentation data was written assignment from dictation task about recount text for two times. In this research also used checklist in form of table (see on the table 3.1) to analyze errors because it had the classification and the frequencies of errors based on the theory used.

2. Audio Recording

In this research, audio recording was a recording about what the teacher dictates to the students. It was used to check the words that the teacher dictate and students write in dictation task. Therefore, the researcher will know some problems in dictation task that were caused by the speaker.

3. Questionnaire

According to Bell, questionnaire is a structured technique for collecting primary data in the research.⁴⁰ A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.⁴¹ Therefore, the respondents had to answer some questions provided in the questionnaire. In this study, questionnaire was to know the reason of the causes in making error in dictation of recount text. It was used to

³⁹ Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung : PT Remaja Rosdakarya, 1990) p. 161

⁴⁰ Bell Judith, *Doing Your Research Project 4th Edition*, (New York: Open University Press, 2005), p.137

⁴¹ C.R. Kothari., *Research Methodology Methods and Techniques Second Revised Edition*, (India:University of Rajasthan Jaipur, 2004) p.100

answer the common cause of error that come from speaker, listener, and dictation text.

F. Data Analysis Technique

In analyzing the data, the researcher used error analysis procedures in which according to Ellis there are techniques which was used to analyze the error of language learner.⁴² The techniques were identifying errors, describing errors, explaining the errors and the evaluation the errors. After collecting the data, the researcher analyzed the data based on the following procedures.

1. Collecting the Sample of Learner

In the process of collecting the sample of learner, the researcher asked permission to the teacher to copy the written assignment from dictation task. Then, the result of documentation in dictation task will be analyzed by the researcher in the next step of analyzing data.

2. Identification of Errors

The researcher read the students' dictation task to identify the types of errors. Then, the researcher tried to find out the errors by underlying and classifying the errors. To analyze the data, the researcher used a table of classification of errors to display errors made by each student (see table 3.1)

Table 3.1: Table of Errors in Dictation Task for Each Student

No.	Type of Errors	Error Words	Correct Words	Total of Errors
1.	Wrong Word			
2.	Spelling			
3.	Missing Final Consonant			
4.	Extra Final Consonant			
5.	Punctuation			
6.	Article			
7.	Confusion of Word			

⁴² Rod Ellis, *Second Language acquisition*, (Oxford: Oxford University Press, 2007), p. 13

3. Calculation of Errors

After identification of errors, the researcher counted error to know the most common errors in dictation task made by the students of X MIPA 1 in SMA Muhammadiyah 8 Gresik. Then, the researcher drew the result of recapitulation into table and changed them into percentages (see table 3.2). In this case, the researcher uses the formula by Sudjiono to calculate the errors as follows:⁴³

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F= Frequency of Each Kinds of Errors

N= Total Number of Errors

Table 3.2: Table of the Recapitulation of Errors in Dictation Task

The Students	Wrong Word	Spelling	Missing Final Consonant	Extra Final Consonant	Punctuation	Article	Confusion of Word	Total
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								
Student 8								
Student 9								
Student 10								

⁴³ Sudjiono Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2005) p. 104

Student 11									
Student 12									
Student 13									
Student 14									
Student 15									
Student 16									
Student 17									
Student 18									
Student 19									
Student 20									
Student 21									
Student 22									
Student 23									
Student 24									
Student 25									
Student 26									
Student 27									
Student 28									
Student 29									
Student 30									
Total									
Percentage of Errors									

4. Explaining of Errors

Next, the researcher described the students' errors based on the types of error that they made in dictation. The errors will be explained in some description.

G. Research Stages

The analysis in this study was concerned in errors in dictation of recount text. There were some stages which were done by the researcher in this research. It includes preliminary research, planning, implementing, analyzing data and concluding data.

1. Preliminary research

There were some steps in preliminary research that conducted by researcher. The first step was the researcher met the headmaster and English teacher in SMA Muhammadiyah 8

Cerme to ask permission to conduct the study on that school. Then, the researcher asked the students about the difficulties in doing dictation task in X IPA class to get the information about the student's ability the student's difficulties in dictation activity.

2. Planning

There was some plannings in conducting the study. First, the researcher prepared the instruments needed by the researcher in doing this study. The instruments were the documentation that consists of the students' dictation assignment about recount text, audio recording and questionnaire (See Appendix 1). Then, the researcher prepared the analysis table to know the types of errors in dictation of recount text.

3. Collecting the data

In implementing the instrument of this study, the researcher collected the student's dictation task of recount text. Then, the researcher was used analysis table to know the student errors in dictation task. The table consisted of lists of possible errors in dictation text such as wrong word error, spelling error, missing final consonant, extra final consonant, punctuation error, article error, and confusion of word error (See table 3.1). By knowing and understanding the data in this stage, it made the researcher easy to analyze the data.

4. Analyzing the data

After getting the data of students' writing production from dictation task, the researcher analyzed the data by using checklist table to find the errors made by students in dictation task. Then, it will be counted how many errors that students made and classified based on some kinds of auditory errors. Last, it will be described into some interpretations from the result of dictation task.

5. Concluding Data

In concluding data, the researcher explained and interpreted the data based on the theory and the data found from documentation of student's dictation task.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the collected data from the result of students' dictation task of SMA Muhammadiyah 8 Cerme and the analysis of it. The error frequency and the causes of errors in dictation task are explained in research findings and analyzed in discussion part.

A. Research Finding

The data was obtained by collecting the students' dictation task in two meetings. There were 30 students who collect the dictation task. They got dictation task of recount text by English teacher. In this case, the researcher only used two dictation task of each student to be analyzed.

In analyzing the student's dictation task, the researcher identified the data in each word. After collecting and analyzing the data, the researcher found that there were still many words that contain errors in the students' dictation task for the first and second task.

1. The Most Common Errors In Dictation Task

There are some steps in doing dictation. First, teacher read aloud recount text. Teacher read the text twice. Then, students listen and write what they heard from the text read by teacher. Here, the researcher only takes two of the result of dictation task. The following are the transcription of recount text dictated by teacher to the students.

Transcript dictation 1 "A Trip to the Zoo"

Yesterday my family went to the zoo to see the elephant and other animals. When we arrived there, we went to the shop to buy some foods to give to the animals. After getting the food, we went to the house where we saw birds and reptiles which only came out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. My father almost fell when he let go of the rope. During lunch we fed some birds in the park. In the afternoon, we saw the animals being fed. When we went home we were tired but happy because we had so much fun.

Transcript dictation 2 "Holiday to Borobudur Temple"

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning by car. While we were driving, we could see some beautiful views of mountain, forest, and waterfall. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. I saw many tourists there. I could learn and practice speaking English with one of tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist. We went back at 04:30 in the evening. It was a very interesting vacation. We really enjoyed it.

The researcher had identified the students' error and calculated the number of each error. Then, the researcher drew up the result of calculation into table and converted them into percentages. Then, she made chart based on the result. After that, she interpreted the data after processing the result. It is showed that all students made error in their dictation task. After collecting and analyzing the data, the researcher found that there were 752 errors and classified into seven types, they were wrong word, spelling errors, missing final consonant, extra final consonant, article errors, punctuation errors, and confusion of word errors. The researcher also makes the recapitulation of the students' recount text writing errors. (See appendix 9).

The percentages of the recapitulation of students' errors are converted into a chart. The chart covers the highest until the lowest rank as follows.

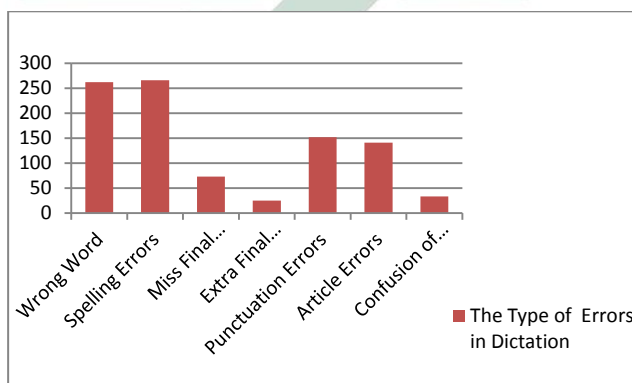


Chart 4.1 The Student's Type of Errors in Dictation

The chart above (see chart 4.1) above explains the types of errors that students made in dictation task. The researcher would like to elaborate the result of the chart above started from the highest error number until the lowest rank.

a. Spelling

According to the result of dictation task, the first most common error occurred is spelling errors with 262 or 27.9% errors (see chart 4.1). From the students work during dictation, the researcher found some words that contain spelling error. Some examples of spelling error is “*juring*” (see appendix 2). It should be “*during*” in sentence “*during lunch we fed some birds*”. The other example of spelling error is “*tample*” (see appendix 2). It should be “*temple*” in sentence “*I went to Borobudur temple*”. Those are categorized as spelling error in dictation task.

b. Wrong Word

The second most common error in dictation task occurred in wrong word with 262 or 27.5% errors (see chart 4.1). From the students work during dictation, the researcher found some words that contain wrong word. Some examples of wrong word is “*late*” (see appendix 3). It should be “*let*” in sentence “*he let go of the rope*”. The other example of wrong word error is “*only*” (see appendix 3). It should be “*early*” in sentence “*I went there early morning by car*”. Those are categorized as wrong word in dictation task.

c. Punctuation

The third most common error in dictation task is punctuation errors with 152 or 15.9% errors (see chart 4.1). From the students work during dictation, the researcher found some words that contain punctuation errors. Some examples of punctuation error is “*Some beautiful views of mountain forest and waterfall*” (see appendix 4). It should be “*Some beautiful views of mountain, forest and waterfall*”. The students forget the comma (,) after a word

of mountain. The other example is “*His name was Jack, He was very friendly*” (see appendix 4). It should be “*His name was Jack. He was very friendly*”. The student make wrong punctuation of comma (,) for full stop (.). It is categorized as punctuation errors.

d. Article

The forth most common error in dictation task is article errors with 141 or 14,8 % errors (see chart 4.1). All students omit some article such as “the” and “a” in dictation task. Some examples of sentence that contain article error is “*I went to the Borobudur Temple*” (see appendix 5). It should be “*I went to Borobudur Temple*”. It is categorized as adding of article. The other example of it is “*It was very interesting vacation*” (see appendix 5). It should be “*It was a very interesting vacation*”. It is categorized as omitting of article.

e. Missing Final Consonant

The fifth most common error in dictation task is missing final consonant with 73 or 7.6% errors (see chart 4.1). From the students work in dictation, the researcher found some words that contain error in missing final consonant. Some examples word of it is “*food*” (see appendix 6). It should be “*foods*” in sentence “*We went to the shop to buy some foods*”. The other example of it is “*fores*” (see appendix 6). It should be “*forest*” in sentence “*we could see some beautiful views of mountain, forest, and waterfall*”.

f. Confusion of Word

The sixth most common error in dictation task is confusion of word error with 33 or 3.4 % errors (see chart 4.1). From the students work in dictation, the researcher found some words that contain error in confusion of word error. Some examples of confusion of word error is “*by*” (see appendix 7). It should be “*buy*” in sentence “*we went to the shop to buy some foods*”. The other example of confusion of word error is “*so*” (see appendix 7). It should be “*saw*” in sentence “*we saw birds and reptiles*”.

g. Extra Final Consonant

The least error in dictation task happened to extra final consonant with 25 or 2.6 % errors (see chart 4.1). From the students work in dictation, the researcher found some words that contain error in extra final consonant. Some examples of extra final consonant is “*wents*” (see appendix 8). It should be “*went*” in sentence “*when we went home*”. The other example of it is “*beautiful*” (see appendix 8). It should be “*beautiful*” in sentence “*we could see some beautiful views*”. It is categorized as error in extra final consonant.

In conclusion, there are seven types of error found in dictation task, they are wrong word, spelling errors, missing final consonant, extra final consonant, article errors, punctuation errors, and confusion of word errors. The first most common error in dictation occurred in spelling errors with 266 frequencies (27.9 %). The second is wrong word with 262 frequencies (27.5 %). The third is punctuation errors with 152 frequencies (15.9%). The fourth is article error with 141 frequencies (14.8%). The fifth is missing final consonant with 73 frequencies (7.6%). The sixth is confusion of word error with 33 frequencies (3.4%). Last, the least error occurred to extra final consonant with 25 frequencies (2.6%).

2. The Most Common Causes of Errors in Dictation Task

To identify problems, students are asked to put their answer on as scale of frequency ranging from never to always. The causes of errors in dictation are classified into three categories, namely problems from the dictation text, the listeners/students, and the speaker/teacher.

a. Listener or Students

There are five statements which relate to problems that are caused by listener or students. Then, the researcher counts the student’s response to know the most common causes of errors from listener or students (see appendix 12). The following are explained in the chart below. The percentages of the result of students’ response are converted into a chart below.

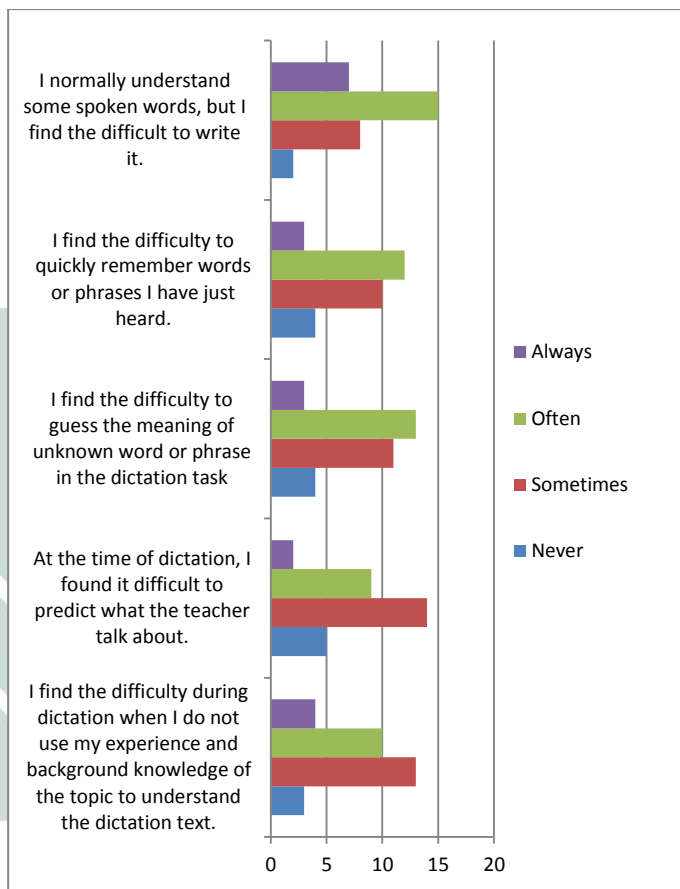


Chart 4.3
The Causes of Errors from Listener/Students

The chart above (see chart 4.3) shows that there are 22 or 73.3 % students said that they normally understand some spoken words, but find the difficulty to write the word. Then, there are 15 or 50 % students said that they find the difficulty to quickly remember words or phrase that they just heard. Next, there are 16 or 53.3 % students said that they find the difficulty to guess the meaning of unknown word or phrase

in the dictation task. Then, there are 11 or 36.6 % students said that during dictation they find the difficulty to predict what teacher talk about. Last, there are 14 or 46.6 % students stated that they find the difficulty during dictation when they do not use the experience and background knowledge of the text.

From those explanation above, it can be concluded that the most common causes of errors in dictation task that is caused by listener/students is the ability of students to recognize some spoken word but difficult to write it. While the least common causes of errors that is caused by listener/students is the ability of students to predict what the teacher talk about. Next, the second rank of causes of error in dictation from listener is the ability of students to guess the unfamiliar words during dictation. Then, the third rank of causes of error in dictation from listener is the memory of students to remember words or phrases that they have just heard. The forth rank problem of causes of error in dictation from listener is the ability of students to use experience or background knowledge to understand the text.

b. Dictation Text

There are five statements which relate to problems that are caused by dictation text. The following are explained below. Then, the researcher counts the student's response to know the most common causes of errors from dictation text (see appendix 11). The percentages of the result of students' response are converted into a chart below.

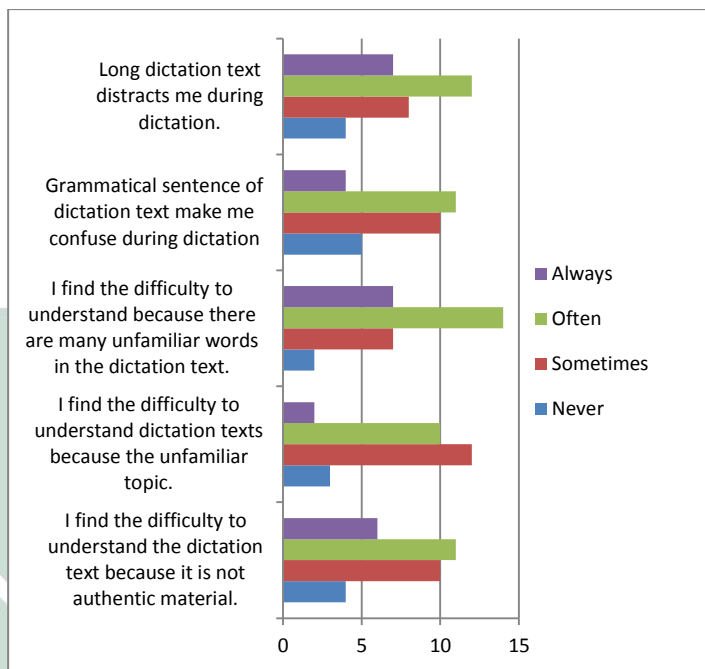


Chart 4.2
The Causes of Errors from Dictation Text

The chart above (see chart 4.2) shows that there are 19 or 63.3 % students stated that long dictation text can distract students during dictation. Then, there are 15 or 50 % students said that grammatical sentence can make students confuse during dictation. Next, there are 21 or 70 % students said that they find the difficulty to understand the text because there are many unfamiliar word. Then, there are 12 or 40 % stated that they find the difficulty to understand the dictation text because of the unfamiliar topic. Last, there are 17 or 56.6 % students stated that they find the difficulty to understand because the text is not authentic.

From those explanations above, it can be concluded that the most common causes of errors from dictation text is

unfamiliar words in the dictation text. While the least common causes of errors from dictation text is the unfamiliar topic. Then, the second rank of the causes of error from dictation text is about long dictation text. Next, the third rank of causes of error from dictation text is the authentic material of dictation text. The fourth rank of causes of error from dictation text is grammatical sentence in the dictation text.

c. Speaker Or Teacher

There are five statements which relate to problems that are caused by speaker or teacher (see appendix 13). The percentages of the result of students' response are converted into a chart below.

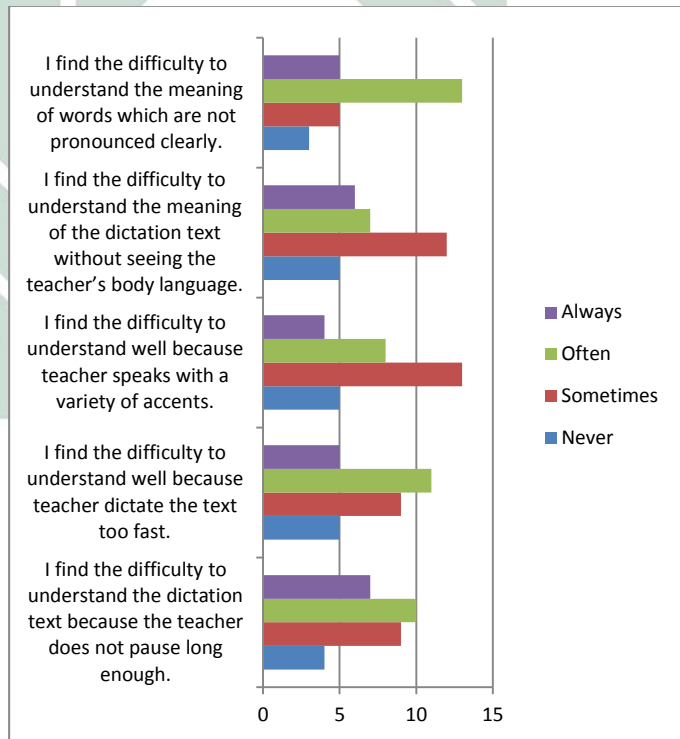


Chart 4.4
The Causes of Errors from Speaker/Teacher

The chart above (see chart 4.4) shows that there are 18 or 60 % students said that they find the difficulty to understand the words which were not pronounced clearly by speaker/teacher. Then, there are 13 or 43.3 % students said that they find difficulty to understand the meaning of the dictation text without seeing the teacher's body language. Next, there are 12 or 40 % students said that they find the difficulty to understand the text because speaker/teacher speaks with variety accents. Then, there are 16 or 53.3 % students or of problem of dictation task that caused by speaker is the difficulty to understand well because teacher dictates the text too fast. Last, there are 17 or 56.6 % students said that the difficulty to understand the dictation text because the teacher does not pause long enough.

From those explanations above, it can be concluded that the most common causes of error in dictation task that is caused by speaker/teacher is the unclear pronunciation of teacher. While, the least common causes of errors that is caused by speaker/teacher is the variety accents of teacher. Then, the second rank of problem of dictation task that is caused by speaker is the difficulty to understand the dictation text because the teacher does not pause long enough. Then, the third rank of problem of dictation task that is caused by speaker is the difficulty to understand well because teacher dictates the text too fast. The fourth rank problem of dictation task that is caused by speaker is difficulty to understand the meaning of the dictation text without seeing the teacher's body language.

In conclusion, the most common causes of error in dictation come from three factors that consist of dictation text, listener, and speaker. It can be seen from the chart above that the most common causes of error from listener/students is their ability to recognize some spoken words but find the difficult to write it. Then, the most common causes of error from dictation text is many unknown words or phrases in the dictation task. Last, the most common cause of error from speaker is the unclear pronunciation of teacher.

B. Discussion

After doing the analysis on the dictation task of in the research findings, the researcher presents the discussion of the research findings. In the discussion, the researcher explains about the finding of two research questions that is explained in the chapter I. The first discussion is about the finding of what is the most common error in dictation task made by tenth grade students SMA Muhammadiyah 8 Cerme. While the second discussion is about the most common causes of auditory errors in dictation task made by tenth grade students SMA Muhammadiyah 8 Cerme. In this part of discussion, the researcher also makes interpretation and reflection among the finding of research, some theories related, and previous studies for each research questions.

1. The Most Common Errors in Dictation Task

Based on the data in research finding, the researcher noticed that all of the students made error in their dictation task. It can be seen that the error occurred in the wrong word, spelling errors, missing final consonant, extra final consonant, article errors, punctuation errors, and confusion of word errors (Appendix 10). The total number of error in dictation was 752 errors.

a. Spelling

The result showed that the first most common error in dictation task made by tenth grade student of SMA Muhammadiyah 8 Cerme is spelling errors. The total of spelling errors is 266 errors. The list of errors can be seen in appendix 10. According to Richard Blight, producing correct spelling is the most difficult task for students during dictation.⁴⁴ The most difficult aspects of English spelling in dictation task for students is to match between sound and letters. When students do not know about the system of English, they will tend to write the wrong letter in dictation task. For example, based on the result of this study, the students wrongly omit the vowel in word “intresting” for “*interesting*”, confusing in deciding whether to use /e/ and /a/ in word “*elephant*” for “*elephant*”, and substituting one

⁴⁴ Richard Blight, *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p.18

sound by another in word “*juring*” for “*during*”. It shows that they transfer their first language to the second language. They not only transfer the phonology but also other characteristic of their first language. It causes them to make error in spelling. Therefore, it is difficult to write word from listening with correct spelling. It is proved that the frequency of spelling errors is very high in this study.

Moreover, the previous study done by Afrah M. Lahad also supported the result of this research. He classified the error in dictation into three types. They were spelling error, comprehension error, and grammatical error. In his research, it was concluded that spelling errors are the most frequent ones in EFL students' dictation.⁴⁵ Most of students failed to represent long and short vowel, omit the double consonant, wrong addition of vowel letter and replace the consonant letter. Those errors included in spelling error.

b. Wrong Word

Based on the result of data in students' dictation task, the second most frequent error that students made in dictation task is wrong word error. The totals of error are 262 errors. The list of errors can be seen in appendix 10. According to Richard Blight, wrong word errors appear to be serious problem because it indicates student's misunderstandings toward word spoken.⁴⁶ It is very common error in dictation. The problems of wrong word error during dictation task are caused by having limited vocabularies and understanding in grammatical rules. For example, in this study, student make wrong word error during dictation by writing “*tried*”, but the correct word is “*tired*”. Those two words of course have different meaning. They cannot distinguish the word and meaning and it can make them write the wrong word.

⁴⁵ Afrah M. Lahad, *Identification Errors Made by EFL Collage Students in Dictation*. Al-Mustansiriyah University College of Basic Education, No. 52, Vol. 3, 2007

⁴⁶ Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p.20

The previous study done by Yangmei Li also showed that wrong word was the second most frequent error in dictation after omission in English department students.⁴⁷ He classified the error in dictation into three types. One of those types was wrong word. The error occurred because the students' ability in mastering grammatical knowledge was not good. Therefore, students write the wrong word in dictation task.

c. Punctuation

Based on the analysis result students' dictation task, the third most frequent error that students made in dictation task is punctuation errors. The totals of error are 152 errors. The list of errors can be seen in appendix 10. According to Richard Blight, the use of correct punctuation shows the student's understanding of both meaning and grammar has occurred during the listening stage.⁴⁸ However, in this study some students only focus on what the word that they heard from teacher. Most of them did not pay attention to use the correct punctuation because the students might do not realize yet the importance punctuation in writing. It can be proved that in student dictation task, many students write "*Some beautiful views of mountain forest and waterfall*". In that sentence, there are three words as noun. Those are mountain, forest, and waterfall. So, the students should give (,) punctuation after the word "*mountain*".

Punctuation error also is explained by Shujing Zhang in other case. It showed that many students sometimes missed and misused punctuation.⁴⁹ It is also occurred in this study, students also ignore the use of correct punctuation. It can be proved that punctuation error is on the third most

⁴⁷ Yangmei Li, *Error Analysis of TEM-4 Dictation and Teaching Suggestions to TEM-4 Dictation*, Open Journal of Social Sciences, No. 4, Vol. 2, 2016, p.188

⁴⁸ Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p.23

⁴⁹ Shujing Zhang, *An Analysis of English Majors Speech Perception Problems*, Journal of Chemical and Pharmaceutical Research, Vol. 6. No. 6, 2014, p. 2485

frequent error in dictation task. Therefore, teacher should give instruction to the students to pay attention to the punctuation when write the sentences during dictation task.

d. Article

Based on the analysis result students' dictation task, the fourth most frequent error that students made in dictation task is article error. The totals of error are 141 errors. The list of errors can be seen in appendix 10. Based on Richard Blight, many students find the difficulty when using both the definite and indefinite article in their dictation task.⁵⁰ In this study, many students omit article both the use of "a" and "the" in the sentence. Sometimes they also add the article in sentence that should not use article. Then, the students also write the article in wrong place. In such situations, students do not understand the grammatical context for the presence of an article and they just wrote what they know.

Shujing Zhang explained that article error is categorized into non-serious error.⁵¹ In that case, some student do not use article in the word that should use article. It is also occurred in this study. Almost all students also omit the article in some word. In this research, the article error is on the fourth most frequent error in dictation task.

e. Missing Final Consonant

Based on the analysis result students' dictation task, the fifth most frequent error that students made in dictation task is missing final consonant. The totals of error are 73 errors. The list of errors can be seen in appendix 10. According to Richard Blight, students make error by missing difficult parts of a text.⁵² In this case, many students omit the final consonant in dictation. Students

⁵⁰ Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p. 25

⁵¹ Shujing Zhang, *An Analysis of English Majors Speech Perception Problems*, Journal of Chemical and Pharmaceutical Research, Vol. 6. No. 6, 2014, p. 2487

⁵² Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p. 29

often miss the final consonant that relating with the plural noun. The final consonant are missed because the word was unfamiliar, the teacher speaks fast and students cannot follow the speed of the dictation, linking sound and the word is difficult for them to identify so they miss the final consonant.⁵³ Therefore, teacher should give students more explanation about grammatical information, relating the use of final consonant in plural noun, possessives, verb, etc.

Fumio Miyahara gives another explanation related to the one of type of error in dictation. That is omission of sounds. It is type of error that omits some word or sentence in the dictation task. She classifies omission into two aspect, they are omission of consonant and vowel. Based on the result, omission of consonant is on the second most frequent error.⁵⁴ It is caused because some students do not pay attention on the some weak sound of word pronounced by teacher. Omission of consonant is similar with missing of consonant. It is also occurred in this research. Most of students miss the final consonant –s.

f. Confusion of Word

Based on the analysis result students' dictation task, the sixth most frequent error that students made is confusion of word error. The totals of error are 33 errors. The list of errors can be seen in appendix 10. Based on the example that is explained in the finding, it can be seen that the error of students was in written “were” for “where” and “buy” for “by”, because those words above has similar sound, so students confuse and make an error. According to Richard Blight, the students will make a wrong word choice when choosing a word that has similar sound with a different meaning.⁵⁵ In addition, word choice errors are made because the spoken word is mispronounced and sounds similar to another word. Therefore, the students make error

⁵³ Ibid, p. 34

⁵⁴ Fumio Miyahara, *Listening Dictation as a Testing Device*, Vol. 2, No. 13, 1984, p. 115

⁵⁵ Richard Blight. *Error Analysis of Dictation Exercise*. *ELT Journal*. No.9, 2011, p. 38

in confusion of sound because they just write a word that they hear from teacher without knowing the use of word in the context of the sentence.

Moreover, Fumio Miyahara gives explanation that the confusions of sound are divided into two aspects; they are confusion of vowel sound and consonant sound.⁵⁶ First, the confusion between vowel sounds such as the confusion between low vowel /æ/ with mid vowel /e/ in words “*than*” and “*then*”. Second, the confusion between consonant sounds such as the confusion of voiced lingua palatal glide /r/ with voiced alveolar lateral /l/ such as in words “*deal*” and “*dear*”. Some students could not distinguish between those words because they have similar pronunciation. So, the students make error in confusion of sound because they just write a word that they hear from teacher without knowing the use of word in the context of the sentence. Therefore, students should know the context of sentence to choose the right word of two similar sounds of words.

g. Extra Final Consonant

Based on the analysis result students’ dictation task, the least of frequent error that students made in dictation task is extra final consonant. The totals of error are 25 errors. The list of errors can be seen in appendix 10. According to Richard Blight, error in extra final consonant is caused not only by phonological errors, but also by the lack of mastering grammatical rules.⁵⁷ The error in extra final consonant occur because the students have some difficult in identifying the word and misunderstanding with the word. For example, in this case, when teacher dictate the sentence “*we went to the shop to buy some foods* “, student make error by writing “*we went to the shops to buy some food*”, they write shop by adding “s”. If students have enough vocabulary and master the grammatical rules, they can predict the right word and the possibility of errors will

⁵⁶ Fumio Miyahara, *Listening Dictation as a Testing Device*, Vol. 2, No. 13, 1984, p. 127

⁵⁷ Richard Blight. *Error Analysis of Dictation Exercise*. ELT Journal. No.9, 2011, p. 43

decrease. In this study, the errors occur in this category indicate that students have misunderstood important grammar such as the plural /-s/ and the past tense /-ed/.

Another explanation from previous study that was done by Fumio Miyahara, the addition of sound was divided into two aspects.⁵⁸ They were addition of consonant and vowel. In that research, addition of consonant was on the seventh place in the error frequent from eight types of error. It is also occurred in this study. Many students make error in addition the final consonant –s, and it is the least error in dictation task.

From the explanation above, the most common error in dictation task was spelling error. It occurred because matching between sound and letters was difficult thing in dictation task. Then, student's knowledge about English system is still low. It is proved that many students still transfer their first language to the second language. Therefore, they were difficult to write with the correct spelling. Then, the least error in dictation task was extra final consonant. Many students add /s/ in singular noun. It is caused because student's grammatical knowledge is still low. Moreover, students still ignore some aspect in dictation task such as the use of punctuation, article and the correct word. Then, they also still confuse about some words that have similar meaning sound. Those cause students make error in dictation task.

2. The Most Common Causes of Errors in Dictation Task

Based on the findings for the second research question about the most common causes of errors made by X IPA 1 students in dictation task, there are several things that can be explained. Based on the result of analysis, it was found that there are seven types of errors in students' dictation task. In chapter II explained that J.P Boyle stated that those errors are caused by some factor such as from speaker or teacher, listener or students, and dictation text.

⁵⁸ Fumio Miyahara, *Listening Dictation as a Testing Device*, Vol. 2, No. 13, 1984, p. 230

a. Listener or Students

The first cause of error in dictation task comes from listener or students. The error is caused by the lack of knowledge of listener. The students cannot recognize some words in listening comprehension and understand the spoken text from the first listening. Based on the result of student's response, there are 22 or 73.3% students stated that they had problem in understanding some spoken words and find it difficult to write the words. It means that there are words that most students normally recognize the words in their written form, but they cannot recognize in spoken word. Based on J.P Boyle theory, students will be difficult to learn English in listening activity when they do not learn a new word both in written and spoken form.⁵⁹ Therefore, learning and remembering words both in written and spoken word can help students in dictation task. This activity should be guided by teacher during pre-listening activity.

The result of the study can be compared with the previous study done by Trinh Vinh Hien. He classified the cause of error in dictation into three sources such as from listener, the listening material, and physical setting. In his research, it is concluded that the most common causes of error from listener is the limitation of vocabulary's students.⁶⁰ So it can make students difficult to guess unfamiliar word in dictation text. However, it is different with this study. The cause of error in dictation from student's factor is the problem in understanding some spoken words and difficult to transcribe it in written form. When students understand some spoken words but find the difficult to write it, the cause came from their background knowledge. Therefore, it can have an important role in

⁵⁹ J. P Boyle, *Factors affecting listening comprehension*, ELT Journal, No. 38, Vol.1, 1989, p. 36

⁶⁰Trinh Vinh Hien, "Difficulties And Strategies In Listening Comprehension", <https://lhu.edu.vn/139/662/Difficulties-And-Strategies-In-Listening-Comprehension-Trinh-Vinh-Hien-03av4.Html>, Accessed on 3 April 2018)

dictation activity. It can help students to recognize some spoken words and transcribe them into written words. If they cannot recognize it, they will make error in dictation.

b. Dictation Text

The second cause of error comes from dictation text. The error is caused by problems of unfamiliar words and topic of the text, the difficult grammatical structures, and the length of the spoken text. Based on the result of student's response, there are 21 or 70 % students stated that they had problem in guessing unknown words or phrases in the dictation text.

J.P Boyle says that it will be very hard to get every word in dictation activity and it will take longer time to guess unknown word.⁶¹ In other word, if student find an unfamiliar word, it can make them stop listening and think about the meaning of that word for a while and miss the next part of the speech. As a result, they make error in dictation task.

The result of the study about the error in dictation caused by teacher is different with the previous study done by Trinh Vinh. The most common cause of error from listening material is linking word.⁶² While in this study is caused by unknown word. When dictation text contain many unknown words, it is also more difficult for students to understand. Furthermore, when they do not know the meaning of words, it can decrease their interest to follow the dictation and can have bad impact on the students' listening comprehension ability during dictation.

c. Speaker or Teacher

The last cause of error in dictation task comes from speaker or teacher. The error is caused by problems related to unclear pronunciation, variety of accent, speed of

⁶¹J.P Boyle, *Factors affecting listening comprehension*, ELT Journal, No. 38. Vol.1, 1989 , p. 83

⁶² Trinh Vinh Hien, "Difficulties And Strategies In Listening Comprehension", <https://lhu.edu.vn/139/662/Difficulties-And-Strategies-In-Listening-Comprehension-Trinh-Vinh-Hien-03av4.html>, Accessed on 3 April 2018)

delivery, lack of visual support, and lack of pauses. Based on the result of student's response, there are 18 or 60 % students stated that they had problem in understanding the words which are not pronounced clearly. The students always ask teacher repeat the words when they do not understand from the words pronounced unclearly by the teacher.

J.P Boyle says that unclear pronunciation of some speakers can be a main source of listening problem.⁶³ It is also occurred during dictation. Many students think that unclear pronunciation makes them difficult to understand their English listening. Another explanation from Walker, they stated that one of the serious problems of listening comprehension is due to the words are pronounced different from the way they pronounce by the speaker. The way how to pronounce the words in dictation activity can give impact for students to write the words.

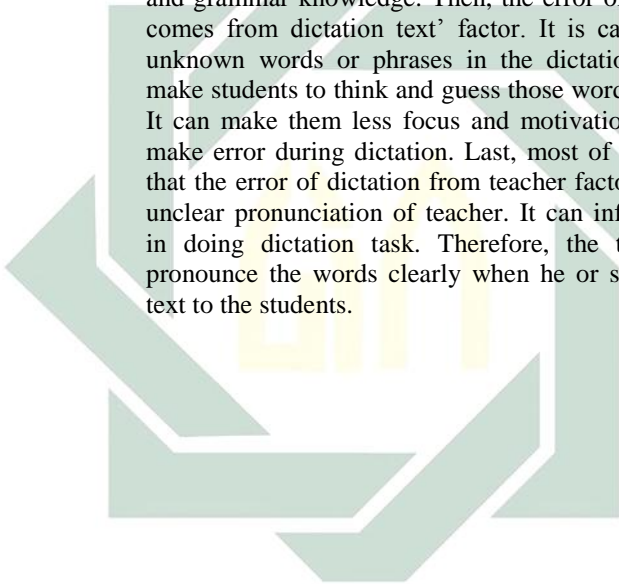
The result of the study about the error in dictation caused by teacher is different with the previous study done by Arafat Hamouda. The result of study showed that the most common cause of error from speaker is the difficulty to understand the meaning without seeing the speaker's body language.⁶⁴ While in this research, the result showed that the cause of error came from the difficulty in understanding the meaning of words which are not pronounced clearly by teacher. In fact, the spoken language is different with the form of the written language. Teacher must realize about how to pronounce the word well and know about the stress, intonation, weak forms and strong forms of words, because it also give impact the comprehension of oral text for students. If the words are pronounced unclearly, it can make students difficult to

⁶³ J. P Boyle, *Factors affecting listening comprehension*, ELT Journal, No. 38, Vol. 1, 1989, p. 40

⁶⁴ Arafat Hamouda, *An Investigation Of Listening Comprehension Problems Encountered By Saudi Students In The EL Listening Classroom*, International Journal of Academic Research in Progressive Education and Development, Vol. 2, No. 2, April 2013

recognize words and of course they will make error in writing the words in dictation task.

From those explanations above, it can be concluded that the causes of errors in dictation are divided into three factors that come from listener/students, speaker/teacher, and dictation text. First, the error of dictation come from student factor is caused by the problem in understanding some spoken words and finding it difficult to write the words. It is because the students have lack of vocabulary and grammar knowledge. Then, the error of dictation also comes from dictation text' factor. It is caused by many unknown words or phrases in the dictation text. It can make students to think and guess those words in long time. It can make them less focus and motivation, so they can make error during dictation. Last, most of students stated that the error of dictation from teacher factor is caused by unclear pronunciation of teacher. It can influence student in doing dictation task. Therefore, the teacher should pronounce the words clearly when he or she dictates the text to the students.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion from the research finding and discussion in the previous chapter. This chapter is divided into two parts. The first part is to give some conclusion to draw the result of research and the second part is to give some suggestion for related parties.

A. Conclusion

Based on the research finding, the tenth-grade students of SMA Muhammadiyah 8 Cerme had some types of errors in dictation of recount text. The researcher also found the frequencies of errors occurred based on the types of errors in dictation. The last, it was found some factors that causes of errors in dictation. The researcher concludes some points as follows:

1. There were 752 errors in dictation recount text identified from 30 students in X MIPA 1 SMA Muhammadiyah 8 Cerme. The errors are divided on seven types such as wrong word, spelling, missing final consonant, extra final consonant, article, punctuation, and confusion of word. In frequency of errors in dictation, the first most common error in dictation occurred in spelling with 266 frequencies (27.9 %). The second was wrong word with 262 frequencies (27.5 %). The third was punctuation with 152 frequencies (15.9%). The fourth was article with 141 frequencies (14.8%). The fifth was missing final consonant with 73 frequencies (7.6%). The sixth was confusion of word with 33 frequencies (3.4%). Last, the least common error occurred to extra final consonant with 25 frequencies (2.6%).

2. The causes of errors in dictation are divided into three sources that come from listener/students, dictation text, and speaker/teacher. First, based on the result of questionnaire, there are 22 or 73.3 % students stated that the causes of error in dictation come from listener/student 'factor. They stated that the problem is in understanding some words dictated by teacher and find it difficult to write the words. Then, another causes of error in dictation also come from dictation text' factor. There were 21 or 70 % students stated that the causes of error in dictation from the dictation text's factor was many

unknown words or phrases in the dictation text. Last, there were 18 or 60 % students stated that the causes of error in dictation from speaker/teacher factor was the difficulty in understanding the meaning of words which are not pronounced clearly by teacher.

B. Suggestion

From the research finding and facts that have been discussed on the previous chapter, the researcher gave some suggestion for further researcher. Further researcher who would conduct the similar study can analyze other types of error in dictation with different theory. Moreover, the further researcher is also suggested to do further research by adding more research questions such as the solution to overcome the student's problem in dictation task that is caused by the listener, speaker, and dictation text. It can make the study become more various. In addition, the further researchers also can analyze in the same topic but on different way. For example, when dictation text is read by teacher, the further researcher can do in other way such as by using audio recording from native speaker in order to know students error in listening.

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