

**AN ANALYSIS OF STUDENTS' ERROR IN DICTATION : A CASE
STUDY OF USING DICTATION AS LISTENING TEST IN SMP ASUHAN
JAYA MEDAN 2016/2017**

SKRIPSI

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ABSTRACT

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The main objective of this research is to find out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the eighth grade students of SMP Asuhan Jaya Medan in the academic year 2016/2017. More specifically, it aimed to find out the most common kinds of errors made by the students.

Based on the data, the most frequent of error made by the students was in Kinds of error which made by students are; 14 or 4.4% errors which caused by omission, 76 or 42.6% errors which caused by regularization error, 53 or 27.8% errors which caused by over-generalization, 47 or 24.2% errors which caused by alternating form, 5 or 0.5% errors which caused by simple addition, no error that caused by double marking, and 5 or 0.5% errors which caused by misordering. The highest percentage of incorrect answers made by the students was 55 % while the lowest one was 0.5%. There also found four of spelling errors, The data can be described respectively as follows 22 or 22.7% errors which were caused by clusters, 93 or 41.5% were caused by diphthong, 45 or 13.8 % errors which were caused by distinguishing long and short vowels and 90 or 38 % errors which were caused by error in recognizing words, phrases and sentences. The researcher also found two possible causes of those errors that is ignorance of rule restrictions. The data can be described respectively as follows: 112 or 78.57 % errors which were caused by transfer, 78 or 21.43% errors were caused by ignorance rule of restrictions.

Keyword : Students' Errors. Dictation. Testing Device of Listening. Eighth Graders of Junior High School, Error Analysis.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

There are many ways to know the students' proficiency in English. One of them is by using dictation. Dictation contains a lot of ways or techniques that can be used to reproduce learning activities in dictate terms (Davis and Rinvoluceri :2002:3). In flowderdew (2010: 2) described “ dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented more than once and it need to be presented in segment, or information units, so the learner has time to process the language and write it down.Using dictation as a testing device of listening is effective since dictation can check the students' proficiency of English spelling through their listening skill. We realize that English as a foreign language is a difficult subject for Indonesian students to learn, because the language has a lot of rules which are different from Bahasa Indonesia (Indonesian).

According to Hoare and Tanner (2009:761) explain that there are some technique of dictation such as ; preview, dictating the passage, consolidation, final correction, follow-up. It can be conclude that the dictation makes a better review and some of the text used in different test and learning activities.

For example, pronunciation of most English words are not spelled the way they are pronounced, while in Indonesian language the students will never find any difficulty in pronouncing or writing down Indonesian words because it

correspondences between sounds (phonic) and letters (graphic symbols). The grammatical rules, such as adding an –s ending to pluralize a noun of English words never occur in Indonesian grammar. Such differences will make the Indonesian students unable to comprehend easily the language being learned. They have to be trained both in written and oral exercise. So based on the example above students get some errors in Level 1 (coalescence), its mean two item in the native language are united into one item in the target language.

Dictation as a testing device of listening is effective since the researcher begins to realize the weaknesses of the students in comprehending the language as well as the weakness of the teaching method. By giving the test, the researcher will get the data by classifying which of the problems are more serious than the others to overcome. From the results of the test, the teacher will be able to collect the common mistakes made by the students so that he can provide a remedial coursen in the next teaching learning process.

In this research, the researcher choose appropriate testingtechniques of listening in order to encourage students in test. One of listening tests which is suitablefor students' achievement in listening material is dictation. The researcher assume that dictation is close related to listening activity and the furtherapplication is that it can be used as a testing device as well. Dictation is one kindof testing techniques that can be prepared for any level. By using dictation, the researcher can realize the weakness of the students in comprehending the language aswell as the weaknesses of the previous method. Dictation can be used with a class of any size. When dictation is given all of the students are working, even in a very large class.

Dictation ensure attentive listening. When the students are doing a dictation, their attention will totally be focused on the excercises.

The main objective of this study is to find out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the eighth grade students of SMP Asuhan Jaya in the academic year 2016/2017.

This study was conducted under the consideration that there are some different pronunciations between English and Bahasa Indonesia. For example, when pronouncing English words, the students usually get difficulty because most English words are not spelled the way they are pronounced, while in Bahasa Indonesia the students will never find difficulty in pronouncing the Indonesian words because the words are pronounced the way they are orthograpichally written.

In this study, the researcher will focus to analysis the error in dictation as Listening test to student in junior high school. The researcher will be focused to analyze of spelling errors that caused by clusters, diphthong, distinguishing long and short vowels, and recognizing words, phrases and sentences. And the result of this research can be minimize the students' errors in dictation especially in listening and the english teacher can take anticipate the errors in the future.

B. The identification of the Problem

As that have mentioned above, using dictation as a testing device of listening is effective since the test can check the students' proficiency in recognizing most of the aspects of English through their listening skill. Therefore, reasons to analyze students' errors are:

- 1) The differences in Indonesian and English based on orthographically written.
- 2) The students have difficulty to understand the word in English that have homophone.
- 3) To examine carefully and also to know how dictation as a testing technique can measure students' error in listening.

C. Scope and Limitation

The scope of this research is error in spelling made by the students. Limit on spelling simple English words.

D. The Formulation of the Problem

The problems discussed in this study are as follows:

- 1) What are the errors made by the eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017?
- 2) How are the error realized in the eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017 in the above dictation activity?
- 3) Why did the error realized in eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017?

E. The Objective of Study

The objectives of this study are as follows:

- 1) To investigate the errors made by the eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017.
- 2) To describe the causes of errors made by the eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017.

- 3) To reason the causes of errors made by the eight grade students of SMP Asuhan Jaya Medan in Academic year 2016 / 2017.

F. The Significance of the Study

The outcome of this research is providing both of the theoretical and practical significance.

Theoretically, The finding will adapt enriching new horizon in second language learning in theoretical learning and become reference for further studies. error analysis theory together with other theories have enriched the second language learning theory in that learning involves in a process in which success comes by profiting from mistakes and by using mistakes to obtain feedback from the environment. With the feedback they make new attempts to achieve the more closely approximate desired goals.

Practically , based on the objectives of the study, the researcher hope that the result of the analysis will:

- a) Help language teachers in assessing listening through a practical way such as dictation. teachers will get an overall knowledge about the students' errors.
- b) Motivate the students in listening activity, for the method of evaluation through dictation as a testing device of listening is presumably easy to follow.
- c) Will help other researcher to get the reference and solve the problem especially of using dictation in listening skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theoretical frames are very important to explain some concept that applied in the research concerned. Consequently misunderstanding and misinformation could be avoided. Some theories deals with the definition of certain terms are used in this research.

1. General Concept of Error Analysis

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder, as Richards quoted, stated the significance of learners' error:

A learner's errors... are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress... second, they provide to the researcher evidence of how language is learned and acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly...they are indispensable to the learner himself because we regard the making of errors as a device the learner uses in order to learn (Richards,1974: 25).

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that

students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (1987: 29) state that “mistakes is reflect to performance. Errors are both of random guess or slip that is the students fails to use their own system”. Based on the expert explanation, it can be assumed that mistake and errors have different meaning. Mistakes occur by the students’ performance in unsystematic ways of English learning because they have known about the system but they are failing use it. Errors is occurred by the students because they did not have ability in performing their knowledge in a correct way meanwhile they did not know about their error or they did not realize the error in learning language.

According to Ellis (2007: 15) “error analysis is a type of linguistic analysis that focuses on the errors learners make.” It consists of a comparison between the errors made in the target language.” He also stated that there are some procedures of error analysis. The procedures are firstly identifying errors, secondly describing the errors, thirdly explaining the errors and the last is error evaluation.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is leaned or acquires and what is the best strategy the learners employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

Brown (1987) gives the definition of error analysis as follows;”The fact that learners do make errors and these errors can be observed ,analyzed and classified to reveal something of the system operating within the learner led to a surge of study of learners“ errors, called „error analysis“.

From the definition above, the researcher can conclude that error analysis is a methodology for investigating learners’ competence in acquiring a second language acquisition or a foreign language. It describes learners’ interlanguage and can be used to identify the possible mistakes or errors students’ likely make.

1.1. Different Error and Mistake

In order to analyze learner’s error, it is necessary to make distinction between error and mistake because they are of two different phenomena. Hubbard, et al (1983:143) stated that error caused by lack of knowledge about them target language or by incorrect hypotheses about it. James (1998:83) defined error and mistake below:

Mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance then we have second order mistake.... Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by learner.

The definition above shows that mistake is a fault which is made by the learner and he or she can make correction. Meanwhile, error is a fault which is

made by the learner and he or she is unable to make correction. Brown (1980: 163) stated that ‘a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner’.

From the definitions above, the writer conclude that error is a systematic and noticeable deviation in learner language from the grammar of a native speaker which results from lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. And mistake is a deviation in learner language which results from the failure to perform learners’ competence and to utilize a known system correctly but they are able to correct their fault.

1.2. Spelling Error

Mercer defines spelling as “the forming of words through the traditional arrangements of letters” (2004:412). People, often, do not pay attention too much on correct spelling, but even one spelling error will spoil a sentence. For example; a teacher asked his students to write “My mother gives me a cake.” There were two different results made by the students. Firstly, “My mother gives me a cake.” And secondly, “My mother gives me a kick.” Those two sentences have completely different meaning. The second sentence is wrong because the students wrote *kick* instead of *cake*. In this case, the students failed to distinguish the sounds /I/ from /eI/.

As I have said previously, everyone considers English spelling very difficult. It is due to the fact that there are many irregularities in it. There is also no contextual clue in it. Therefore, students have no easy way of choosing two words, such as write and right.

Because English has a very unusual spelling system, English spelling rules and generalizations become things that are very needed in learning English spelling. The spelling rules and generalizations are aimed to aid those who will learn spelling. Strickland (1990: 387) says “certainly, no rule should be taught unless it covers a sufficient number of words to pay for the effort of learning it, and then only if children are mature enough to see the points at which it applies.” There are some rules that we usually find in learning spelling. Petty and Jensen (1980:462) present some rules, the rules are:

1. Words ending in silent *e* usually drop the final *e* before the addition of suffixes beginning with a vowel but they keep the final *e* before the addition of suffixes beginning with a consonant (make, making).
2. Words ending in a consonant and *y* change the *y* into *i* before adding all suffixes except those beginning with *i*. The *y* is not changed to *i* when adding suffixes to words ending in a vowel and *y*, or when adding a suffix beginning with *i* (busy, busily, carry, carrying, stay, stayed).
3. One syllable words and words accented on the last syllable. If they end in a single consonant preceded by a vowel, the final consonant will be doubled when they are added a suffix beginning with a vowel (run, running).

4. The letter *q* is always followed by *u* in common English words (quite, quart).
5. English words do not end with *v* (believe, give).
6. Proper nouns and most adjectives formed from proper nouns should begin with capital letters (France, French).

1.3. Kinds of Error

In Ellis (2007: 19) the error can classify into tree kinds of errors. The kinds are omission, misinformation and misordering.

a. Omission

Omission is leaving out an item that is requiring for an utterance to be considered grammatical. It means omission is kind of errors that omitted the item of word or sentence such as leave out the articles and the plural noun. In dictation, omission also can be dividing into two parts there are omitted the difficult part or word and missing final consonant.

Example of omission:

Error : *there are many type of musical instrument 11*

Correct : *there are many types of musical instruments*

From the example above we can see the errors word that the word *type* and *instrument* are omitted the plural noun –s. the other example of omission is:

Error : *[.....] Is a group of people who sing.*

Correct : *a choir is a group of people who sing.*

From the example above the students omitted the first word, because they hard to identify the word that they heard from the teacher therefore they omitted the word.

b. Misinformation

Misinformation is using one grammatical form in place of another grammatical form, it means the students using a new grammatical in the other one. In dictation also the errors in misinformation can be dividing into two parts there are, error in extra final consonant and error in article.

Example:

Error : *the big of them contained a snake*

Correct : *the big of them contain a snake*

From the example above we can see that the word the students add the –ed in the word *contain* become *contained*.

c. Misordering

Misordering is putting the words in an utterance in the wrong order, it means the student put the words in a wrong place that cause ungrammatical structure or destroy the meaning. The part of error in misordering is error in wrong word. The misordering divided in two categorized there are wrong word and spelling errors.

Example:

Error : *dear a many flower in there*

Correct : *there are many forests in North America*

From the example above we can see that the students wrote *dear* for word *there*. The student wrote the wrong word in that sentence. Based on the description of the types of errors it will lead us to know the factors that contributes to the students' errors in learning English.

d. Addition

Addition error is the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance. For example : they watches football match every night.

1.4. Sources of Error

Errors, as Brown writes, arise from several possible general sources, namely interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic and cognitive strategies, and no doubt countless affective variables (2004: 96).

1. Interlanguage errors.

According to Chaistain quoted by AgusSururi (1996: 12), interlingual errors are caused by the interference of the mother tongue which has something to do with a contrastive analysis hypothesis that aims at describing the differences and similarities between the two languages with a view to predicting possible leaning problems.

According to Clifford (in Brown, 2004: 152-154) there are six categories as the causes of interlanguage errors:

a. Level 0 – Transfer.

There is no contrast or difference between the two languages. Learners can positively transfer a sound, structure or lexical item from native to target language as can be seen in the sentences below:

(1) (2) (3) (4) (5)

Diamemberisayaseikatbunga.

(1) (2) (3) (4) (5)

He gave me a bouquet of flower.

b. Level 1 – coalescence.

Two items in the native language are united into one item in the target language. For example, the first person singular *I* in Indonesia has some counterparts in Indonesia language, such as *saya*, *aku*, *hambadan beta*.

c. Level 2 – under differentiation.

According to Brown (2004: 153), this level refers to items in native language which are absent in target language. It can be seen in *the manentered the room* instead learner apply unnecessarily preposition *into* due to the influence of a semantic counterpart *kedalam*, which is not necessary for the verb *enter*.

d. Level 3 – reinterpretation

Brown states that an item exists in native language are transferred into target language so as to give a new shape or distribution. It happens because of interference of semantic form in native language. For example, *after mirroed* (*setelahsayaberkaca*) instead of *after I lookedat myself on the mirror*. The learner

seems to give a new shape (word) for the meaning *berkaca*. He seems to be careless to find the appropriate word.

e. Level 4 – over differentiation

It refers to an item in native language which is considered to be the same as that in target language. An entirely new item, bearing little of any similarity to the native language item, must be learned. It seems that it may have something to do with forms and meanings. For example, *it was her her who received the message* instead of *it was she (not her) who received the message*. In this case, the learner is confused of the forms of the pronoun with the same meaning.

f. Level 5 – spilt

One item in native language becomes two or more in target language, requiring learners to make a new distinction. For example, the verb *to write* undergoes some inflections, such as *writes, wrote, written, and writing*. Such inflections do not exist in Indonesian. For this reason, this learner may incorrectly construct *she write* for *she writes, they havewrite* for *they have written, he writing* for *he is writing*.

2. Intralanguage errors

The second sources of errors that will be discussed in this final project are what is called intralanguage (intralingual) source of errors. Here, Brown considers the significance of the intralingual source of errors, namely those which occur within the target language itself. According to Richard (1974: 6), these types of errors are direct result of the learner's attempt to create language system he is hearing. The interlanguage errors are caused by:

- a. Overgeneralization error arises when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures, for example, *he can sings* where English allows *he can sing* and *he sings*.
- b. Ignorance of rule restrictions involves the application of rules to context where they do not apply. An example is *he made me to rest* through extension of the pattern found with the majority of verbs that take infinitival complements, for example *he asked/ wanted/ invited/ me to go*.
- c. Incomplete application of rules involves failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions, for example *do you like to sing?*. In place of interrogative word order, for example *do you like to sing?*. This type of intralingual error corresponds to what is often referred to as an error of transitional competence.
- d. False concept hypothesized arises when the learner does not fully comprehend a distinction in the target language, for example the use was as a marker of past tense in *one day it was happened*.

2. General Concept of Dictation

Dictation has been a feature of language classroom for hundreds of years. In this final project The researcher will give a clear picture of dictation. It offers the definition of dictation, characteristics of dictation and types of dication.

2.1. Definition of Dictation

Dictation is a widely researched genre of assessing listening comprehension. Dictation is useful when well integrated with the learning activities. It is a teaching technique which has proved extremely effective at all levels of instruction. It ensures attentive listening, trains students to distinguish sounds, enables students to learn to transfer oral sounds to written symbols, helps to develop aural comprehension and assists in self-evaluation.

Davis and Rinvoluceri (2002:3) argue that “dictation contains a lot of ways or techniques that can be used to reproduce learning activities in dictate terms. The activities begin from the traditional focus on the problem of spelling and punctuation for a train that emphasize personal and opinions of teachers and students. Dictation provides a wide range of activities suitable for different levels and ages, sample text with lots of activities, students are given the opportunity to create their own text, and various correction techniques that were told”. Moreover, it “usually a group of European teachers more than half as much to use dictation in the process of teaching and learning activities”.

Again Alkire (2002:18) explains that the possibility of learning with a broadcast dictation is orthographic text dictation in which students write on a particular section. This method is a classic exercise in addition to strengthening spelling dictation and sound relations in English, as well as expresses understanding and disadvantages for teachers to analyze students' future learning.

Blanche (2004:175) explains that dictated in foreign language lessons by giving some advice on work to be selected: in line with students' average ability, relevant to their needs and interests, not too long (always less than a fully printed page), capable of being cut up into short, self-contained portions. It can be concluded that the dictation makes a better review and some of the text used in different teaching and learning activities last week of may be used again. Dictation activities can be obtained from anywhere, such as books, newspapers, magazines and poetry and gave a lot of themes to complement the guidelines listed above.

2.2. Characteristics of Dictation

According to Zhiqian (2000: 190) dictation serves the teacher and the students efficiently. It has several characteristics:

1. Dictation, if properly varied, can provide practice in listening comprehension, vocabulary building, increasing reading speed and comprehension, as well as elementary aspects of hand-writing, punctuation, spelling, and composition formation. Certain types of dictation also lend themselves to the grammar class, and train the students to distinguish sounds and grammatical elements.
2. Dictation ensures attentive listening. When the students are doing a dictation, their attention will totally be focused on the exercises.
3. Dictation requires the students to make the transfer from the spoken to written language. The written record proves their ability to reproduce spoken language in a correct visual form.

4. Dictation gives the students a chance to get practice in the sort of note taking that many courses require. This is a very important part of the students' needs in using language.

2.3. Types of Dictation

As a testing technique, dictation may be given in various types. There are several types of dictation. According to Oller (1979:264-265), they are as follows:

- 1) Standard dictation

This is best known type of dictation. It requires the examinee to write verbal sequences of material as spoken by an examiner or played back from a recording.

- 2) Partial dictation

This is similar to standard dictation, except that the examinees are given a written version of the text (along with the spoken version) in which the written passage has certain portions left out. The examinees must listen to the spoken material and fill in the blanks in the written version.

- 3) Dictation with competing noise

This type of dictation can also be called noise dictation. The addition of noise in the process of dictation is intended to imitate a natural condition.

- 4) dictation/composition or dicto-comp

In this type of dictation, the examinees are instructed to listen to a text, one or more times while it is presented either live or on tape at a conversational rate. Then they are asked to write from memory what they have heard.

5) Elicited imitation

This is similar to dictation in terms of the material presented to the examinee, but dissimilar with respect to the response mode. In this case, the examinee hears the material, just as in standard dictation (and with equal possibilities for variation), but instead of writing down the material the examinee is asked to repeat it or otherwise recount what was said.

6) Dictogloss

According to Taylor, Davis and Rinvoluceri as quoted by Fachrurrazy (2002:198), it is a dictation where the examiner reads a sentence once, after which the examinees are to jot down the main or key words they can recall, and then to reconstruct the sentence in writing as accurately as they can. This dictation is sometimes called natural dictation.

7) Combined cloze and dictation

This type of dictation is similar in procedure to partial dictation, but the portions left out follow the deletion procedure of cloze.

Variations of pure dictation have been developed in order to provide greater ease of use, more interaction, forced output, and better focus on specific language items.

According to Rost (2002:137-144), other variations of dictation are:

2. Fast speed dictation

The teacher reads a passage at natural speed, with assimilation, etc. The students can ask for multiple repetitions of any part of the passage, but the

teacher will not slow down her articulation of the phrase being repeated.

This activity focuses students' attention on features of fast speech.

3. Pause and paraphrase

The teacher reads a passage and pauses periodically for the students to write paraphrase not the exact words used. (Indeed, students may be instructed not to use the exact words they heard). This activity focuses students on vocabulary flexibility, saying things in different ways, and in focusing on meaning as they listen.

4. Listening cloze

The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen. This activity allows students focus on particular language features, e.g. verbs or noun phrases.

5. Error identification

The teacher provides a fully transcribed passage, but with several errors. The students listen and identify (with correct) the errors. This activity focuses attention on detail: the errors may be grammatical or semantic.

6. Jigsaw dictation

Students work in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to complete the passage. This activity encourages negotiation of meaning.

2.4. Advantages of Using Dictation in the Classroom

Lightfoot (2004) says that dictation exercises are very important, particularly for developing the children's awareness of phonic sounds, and

contrary to the popular view of dictation, it can be a lot of fun. We can dictate sounds for the children to write in pictures, bingo grids and treasure maps, and the children can choose which squares to write the sounds in and get points if they choose certain squares. The children can also have worksheet with sounds or words on them, and do activities such as listening to dictated sounds or words, choosing the correct ones on their worksheets.

Lightfoot continued that there are several reasons why dictation activities work well in the classroom. From the teacher's point of view, dictation:

1. Can be done with any level, depending on the text used.
2. Can be graded for a multi-level class.

For the students, dictations:

1. Can focus on both accuracy (form) as well as meaning, e.g. in the dictogloss activity.
2. Can develop all four skills- listening, speaking, reading and writing can be developed if the students do the dictating rather than the teacher.
3. Give students the opportunity to notice features of pronouncing such as weak forms, linking and elision.

In fact, dictation can be used to decrease preparation time for other activities, such as:

- a. Instead of spending hours making cut-up activities such as matching vocabulary and their definitions, why not give the students blank slips

of paper and dictate the necessary information to them. This also gives the students more listening and writing/spelling practice.

- b. To save time, the class can be divided into two groups and the words/phrases dictated quickly with each group required to write down only half the words given.

Additionally, dictation activities where students compare their versions of the text to the original can increase their ability to notice aspects of language which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person's, etc. the comparison also helps students to become better at identifying errors in their own written work.

3. General Concept of Listening

Young children do listen to speech and other sounds that interest them or are significant to their lives. They listen effectively if what they hear is presented well and is within their language abilities and experiences.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

For instructional purposes, it is convenient to think of the listening process as having four types:

(1) Hearing.

First we *hear* a series of sounds, the actual words and sentences.

(2) Understanding.

Second, we *understand* the meanings of these words and sentences in the context in which we have heard them.

(3) Evaluating.

Third, we *evaluate* the meanings and accept or reject the total communication.

(4) Responding.

Finally, we *respond* to what we have heard with further thought, bodily movement, facial expression, or audible reaction. (Petty and Jensen, 1980, p.181).

According to Rost (2002: 137-144) they are four types of listening:

(1) Selective listening

Selective listening tasks encourage learners to approach genuine spoken texts by adopting a strategy of focusing on specific information rather than trying to understand and recall everything. Reconstruction of the spoken material based on selective listening tasks can help students link selective listening to global listening.

(2) Interactive listening

Interactive listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development.

(3) Intensive listening

Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar, and the ability to make inferences from context.

(4) Extensive Listening

Drawing a clear distinction between any two of the categories of listening referred to here is problematic, but perhaps the fuzziest division is between selective and extensive listening as we gradually move along the continuum from smaller to

larger stretches of language, and from micro-to-macro skill of listening. The probability of using more extensive listening task increases. The kind of extensive listening is Dictation.

According to Underwood as quoted by Rost (2002: 142) says that it is unfair to plunge students straight into the listening text, even when testing rather than teaching listening, comprehension, as this makes it extremely difficult for them to use the natural listening skills (which we all use in our native language) of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. So before listening, students should be ‘turned in’ so that they know what to expect, both in general and for specific tasks.

Pre-listening work can be done in a variety of ways and occurs naturally when listening is part of an integrated skill course, and a listening task is linked to a previous content-based activity. Underwood as quoted by Rost (2002:142) summarizes a variety of ways that pre-listening work can be done in the classroom including:

- a. The teacher gives background information before students listen to the text.
- b. The students read something relevant to the topic.
- c. The students look at pictures that prepare them for the topic.
- d. There is a class discussion of the topic or situation in the upcoming text.
- e. There is a question-answer session with the class as a whole.
- f. The teacher gives written exercises to preview the content.
- g. The students go over the procedures for the upcoming listening task.

Any of these activities, one or combination of them will serve to activate students' knowledge and vocabulary to listen fluently.

B. Previously Relevance Study

1. An Analysis Of Students' Errors In Pronouncing English Vowels (A case Study of the Eleventh Grade of SMA N I Sigaluh Banjarnegara in the Academic Year 2006/2007). Name: Wasis Tri Puspita. Final Project. English Department. Languages and Art Faculty. Semarang State University.

This final project is a study about an analysis of students' errors in pronouncing English vowels made by the eleventh grade students of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007. Most of the students may have problems to pronounce English vowels, although they get an English subject in their school and they can not master the English pronunciation well. Therefore, the students often make errors. This study was conducted under the consideration that pronouncing English vowels plays an important role.

The problems of this study are what kinds of errors the students make in pronouncing English vowels and why these errors happen/occur.

The purposes of the study are to find out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors happen/occur.

The population of this study was the eleventh grade of SMA Negeri I Sigaluh Banjarnegara in the Academic year of 2006/2007. Before the test

doing the test, the writer tried-out to the thirty three students. The writer decided to give the try-out test item to the students to measure the validity and reliability of the test. The instrument used by the writer in this final project were a test, tape recorder, and some blank cassettes, which were used to record the students' pronunciation. In analyzing the data, error analysis was used in which there were four steps: transcribing the students' pronunciation into the phonetic transcriptions, grouping the students' errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis

Finally, the result of the analysis shows that students are considered "Excellent" in pronouncing English vowels. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i:] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [o:] (6.67%), and vowel [u:] (0.76%). To help the students improve their pronunciation proficiency, the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels correctly regardless of language skills they are dealing with.

2. Dictation As A Testing Technique In Measuring The Students' Listening Mastery (A Case Study of the Fifth Grade Students of SD Negeri Wonorejo 01 Karanganyar Demak in the Academic Year of 2006/2007), Name : Ika Ratna Melawanti at Semarang State University.

The purpose of her study is to find out the students' mastery of listening using dictation as a testing technique.

To achieve the objectives of the study, the researcher conducted descriptive research design. the researcher did two activities: library activity and field activity. In the library activity, the researcher explored some reference books that were related to dictation, test, listening, the elementary school students, and research. While in field activity, the researcher gave the students a dictation test. The population of this study was the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak in the academic year of 2006/2007. There were 36 students; 12 boys and 14 girls.

Before conducting the investigation, the researcher tried-out the instrument to 21 students of SD Negeri Bandungrejo 03 Karanganyar Demak in order to know the validity and reliability of the instrument. From the results of the try-out, it shows that the instrument in this study has good reliability.

In analyzing the data, the researcher used a descriptive qualitative and a simple quantitative measurement to find the result. The results of the dictation test showed the mean is 73.26 which equals to 73.26% and the percentage of the students' mastery in listening is 16.67% outstanding level, 16.67% very good level, 22.22% satisfactory level, 22.22% very weak level, and 22.22% fail level. The results of statistical analysis show that 26 students got 65 above while only 10 got below 64. It meant that the majority of the students have already mastered listening material given. Based on this, it could be concluded that the students'

mastery in listening met the criteria of Basic Course Outline (GBPP) standard and according to Tinambunan (1988) it was classified into below average.

Based on the results above, it can be said that dictation can be used as a test instrument of listening mastery of the fifth grade students of elementary school. the researcher concluded that dictation is very useful for the teacher as a test instrument to check the students' progress and motivates the students in learning the listening material given. It is suggested that the teacher should give more chances to the students to have listening practices from the book as well as other sources of listening materials that can improve and enhance their listening ability. So that they have good proficiency in this skill, not only in perceiving the contents of the passage and recognizing all the words and phrases being read but also understanding written English.

3. Anggareni, Dian. 2007. Students' Errors In Dictation As A Testing Device Of Listening: The Case Of The Fifth Grade Students Of SDN Slawikulon 03 In The Academic Year Of 2006/2007.

The main objective of this study is to find out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the fifth grade students of SDN Slawikulon 03 in the academic year 2006/2007.

This study was conducted under the consideration that there are some different pronunciations between English and Bahasa Indonesia. For example, when pronouncing English words, the students usually get difficulty because most English words are not spelled the way they are pronounced, while in Bahasa Indonesia the students will never find difficulty in pronouncing the Indonesian

words because the words are pronounced the way they are orthographically written.

To gain the objectives, the researcher did two activities: (1) library activity and (2) field activity. In the library activity, the researcher explored some reference books that were related to dictation, listening skill, error analysis and research. While in field activity, the researcher gave the fifth grade students of SDN 03 Slawikulon in the academic 2006/2007 a dictation test consisting of fifty multiple choice items. In taking the sample of this research, the researcher used simple random sampling. The researcher chose 26 students out of 42 students as the sample. In preparing the test, based on dictation and the students' achievement, the researcher classified and arranged the test items into four categories, those are: (1) simple words, (2) compound words, (3) words phrases, and (4) sentences. After giving the test, I analyzed the result by using statistical analysis and non-statistical one. The result of the study revealed that there were 328 spelling errors because of: clusters (9.7 % or 32 errors), diphthong (40.5 % or 133 errors), distinguishing long and short vowels (19.8 % or 65 errors) and recognizing words, phrases and sentences (29.9 % or 80 errors). There were also 328 possible causes of errors because of: interlingual interference (214 or 65. 24 %) and intralingual interference (114 or 34. 76%)

C. Conceptual framework

There is a lot of error that made by students in the process of teaching and learning. In this research the error that do by students was Spelling error. The students sometimes do not pay attention to much on correct spelling, but even one

spelling error will spoil a sentence. For example ; when the teacher ask his student to write “ My mother gives me a cake”. There were two different result made by students. Firstly, “ My mother gives me a cake”. and secondly, “ My mother gives me a kick”. Those two sentence completely different meaning.

So, based on the error that made by the students, the researcher categorized that the students failed to distinguish the sounds. So in kinds of error the students get error in misordering. This research fokus on error analysis the spelling error that made by students in the eighth class at SMP Asuhan Jaya Medan. And as long as the research, the research will investigate the spelling error that made by the students and then describe the dominant error and after it give the reason based on the errors, such as on intralingual, interlingual and false application of the study.

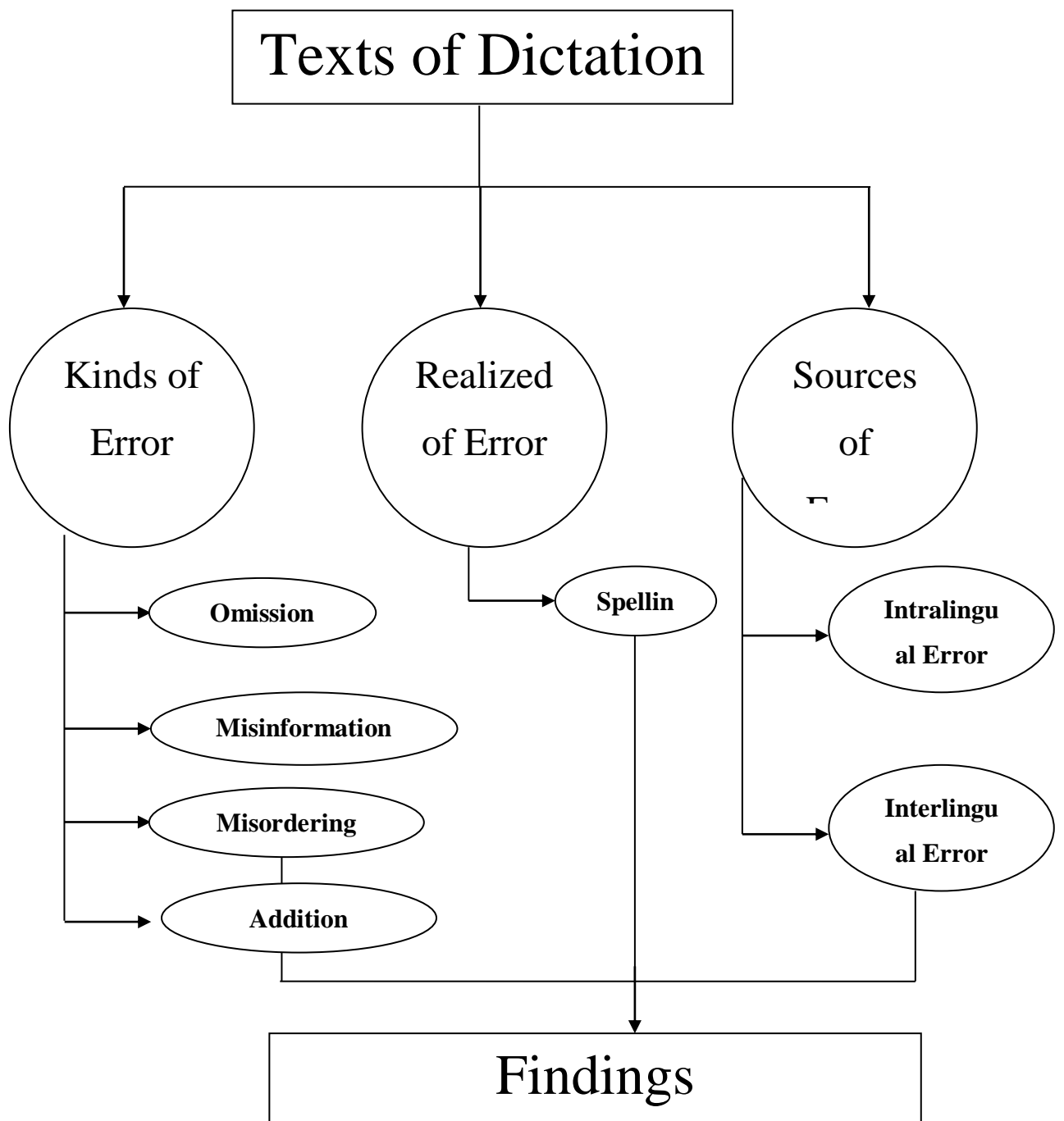


Figure 2.1 : Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. The Sources of The Data

In this study, the researcher conducted two activities; those are library activity and field activity. Library activity has been discussed in Chapter II. While in this chapter, the researcher was discuss about field activity. The subject of this study was the Eight year students of junior high school in SMP Asuhanjaya Medan in academic year 2016/2017.

B. Research Design

Descriptive qualitative method had used in this research. Qualitative method used to determine existence of phenomenon in giving or describe indication of languages. Cresswell (2008:145) "Qualitative research was descriptive in that the researcher is interested in process, meaning and understanding gained through words or picture".

Qualitative method is a procedure of research which take a descriptive sources such a written or spoken and behaviours which can analyze in society to that get a conclusion from this analysis.

C. Technique of Collecting The Data

Gathering the data is the most important thing in doing a research thought is tiring. The data were obtained from the eighth students of SMP Asuhan Jaya

Medan in the academic Year 2016/2017. According to Sudjana (2002:8) there are several ways in collecting the data such as:

- a. Conducting a direct research to the object of the study or at a laboratory, concerning the object of the study. The result of the research is recorded and then analyzed.
- b. Taking or using a whole or the part of the recorded or the reported data from various sources.
- c. Arranging a questioner, that is the way of collecting the data using a list of questionnaires which has been prepared.

The researcher considers that the first step and the second step are more appropriate in collecting the data because the research is about Students' Error in dictation . However, the writer also used the following methods:

- a. The researcher consultation about materi that teach to students with the english teacher, and then start to recording the activity. And record what the error made by students when the teacher do the dictation activity.
- b. After the teacher finish do the excercise to students about dictation as listening test, the researcher ask the result of the test and then analyzed the data.
- c. After the researcher get the data, the researcher focused to process of selecting, simplfying, abstracting and transforming the data.
- d. When the researcher finish in process of selecting the data, the researcher will be focused on organizing the data to get conclusion of errors that make by the students.

- e. And the last the researcher make verification and drawing the conclusion.

D. Technique of Analysis Data

Based on Matthew B. Miles and A. Michael huberman (Herdiansyah : 2010) defines that Analysis data consist on three current flow of activity, that is data collection, data reduction, data display and conclusion drawing/verification.

- a. Data Collection, to get some data that needed, the researcher get the data collection based on the guidelines that have been prepare before, the data was include the result of the teacher do dictation activity to students.
- b. Data reduction, in this process, the researcher focused to process of selecting, simplfying, abstracting and transforming the data. That appear in written-up field notes or transcription. In data reduction, the researcher was writing summarize, coding, teasing out themes, making clusters and writting memos. And after all clear, the researcher will mergering and grouping the data based on error that had been do by the students.
- c. Data display,in this part the researcher focused on organized, compressed, assembly of information that permits conclusion drawing and action. In data display, all the data that has entered into the group of error will be process based on the group of error that has a clear theme and plot that show into categorization matrix that convenient

with the themes. The themes are then split into sub-theme and then given the codes.

- d. Conclusion drawing and verification, in this process the researcher make a conclusion drawing and verification the data. The conclusion must be show answer from the research of question that reveals “what” and “how” the findings obtained during the research activity, such as spelling error that caused by clusters, diphthong, distinguishing long and short vowels, and recognizing words, phrases and sentences.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Description

Data for Kinds of Error

In this chapter , The researcher analyzed the data obtained from the students: the test result. The researcher collect the test on 9th march, 2017. It consisted of 60 items of dictation test. The teacher composed the test items, under the consideration that the test items would be valid. After the data were collected, the researcher organized, analyzed, and interpreted them.

In this research, test is given to the students to get data for kinds of error. the data is get from teacher that do dictation activity to students in Eight class of SMP Asuhan Jaya Medan. However, there were three students absent when the researcher get the data in another days. The data consist of 60 items of dictation test. The researcher divided the errors into words errors, compound words errors, word phrase errors and sentence errors.

Table 4.1 Area Test of Students' Error

No	Area Tested	Number of Test
I	Kinds of error that found based on the dictation test that do by the students: <ul style="list-style-type: none"> • Omission • Misinformation <ul style="list-style-type: none"> ➤ Regularization error ➤ Over generalization ➤ Alternating form • Misordering • Addition <ul style="list-style-type: none"> ➤ Simple addition 	19, 20, 21, 18,25,26,23,35 5,9,12, 36 14,25,39, 57 9,34 1,5,8

In this research, classification of error which is used based on surface strategy taxonomy to classify the students' errors. From the data it can be described that the errors in misinformation especially in regularization error are the most frequent errors in which the students committed 76 errors. It is followed by over generalization with 53 errors. After that, alternating form which consists of 47 errors. Error in omission there are 14 errors. Error in addition especially in simple addition consists of 5 errors, and double marking there are no errors. Error in misordering is only 5 errors. The whole errors which are made by the students are 200 errors.

B. Data Analysis

1. Analysis Data For Kinds of Error

After analyzing the data, in this part, the data of students' error will be described as follow :

Description of students' error in Omission

Table 4.2 Error in Omission

Item Number	student	Error Identification	Error Causes	Error Correction
A-19	Student 1 Student 4 Student 9 Student 19 Student 25	Marry said she <u>like</u> chocolate very much.	Interlingual	Marry said She <u>liked</u> Chocolate very much
A-20	Student 13 Student 14 Student 16 Student 22 Student 27	My sister said she had <u>watch</u> that movie	Intralingual	My sister said she had <u>watched</u> that movie
A-21	Student 8 Student 10 Student 16 Student 27 Student 29	Fernando said he had <u>visit</u> paris twice	Intralingual	Fernando said he had <u>visited</u> paris twice

Description of students' error in omission describes that in item number A-19. There are 5 students who made error which is caused by interlingual. There are 5 students who made error in item number A-20 which is caused by intralingual. The last, item number A-21 got 5 students who made errors which is caused by intralingual.

Description of students' error in Misinformation

Table 4.3 Error in Regularization Error

Item Number	student	Error Identification	Error Causes	Error Correction
A-18	Student 3 Student 6 Student 7 Student 12 Student 17 Student 24 Student 25 Student 27 Student 29 Student 30	Run	Intralingual	Ran
A-25	Student 3 Student 6 Student 7 Student 12 Student 17 Student 22 Student 25 Student 27 Student 29 Student 30	Gooses	Intralingual	Goshes
A-26	Student 2 Student 4 Student 5 Student 8 Student 10 Student 14 Student 15 Student 18 Student 20 Student 23 Student 24 Student 25 Student 27 Student 28 Student 29 Student 30	Look my <i>ice</i>	Intralingual	Look my <i>eyes</i>
A-23	Student 25 Student 27 Student 30	klin	interlingual	clean
A-35	Student 24			

	Student 27 Student 30	Toob <u>e</u> g	intralingual	Too <u>b</u> ig
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Description of Students' Error in Regularization Error describes that in item number A-18, there are 10 students who made error, in item number A-25, there are 10 students who made error, in item number A-26, there are 15 students who made error and then in item number A-35, there are 3 students who made error which is all of them caused by Intralingual. There are 3 students who made error in item number A-23 and it was caused by interlingual.

Table 4.4 Error in Over-Generalization

Item Number	student	Error Identification	Error Causes	Error Correction
A-5	Student 4 Student 7 Student 8 Student 9 Student 12 Student 16 Student 18 Student 21 Student 23 Student 24 Student 27 Student 28 Student 30	Miyed	Interlingual	Might
A-9	Student 1 Student 2 Student 7 Student 9 Student 10 Student 12 Student 13 Student 20 Student 22 Student 25 Student 26 Student 29	Cheest	Interlingual	chest

	Student 30			
A-12	Student 1 Student 2 Student 3 Student 5 Student 7 Student 10 Student 13 Student 15 Student 21 Student 30	This <u>car</u> are mine	Intralingual	This <u>cars</u> are mine
A-36	Student 2 Student 5 Student 6 Student 7 Student 10 Student 12 Student 15 Student 16 Student 17 Student 19 Student 20 Student 21 Student 30	The man <u>broug</u> tumbrella yesterday	interlingual	The man <u>brough</u> tumbrella yesterday

Description of Students' Error in Over- Generalization describes that in item number A-5, there are 13 students who made error, in item number A-9, there are 13 students who made error, then in item number A-36 there are 13 students who made error which is all of them caused by Interlingual. There are 10 students who made error in item number A-12 and it was caused by intralingual.

Table 4.5 Error in Alternating Form

Item Number	student	Error Identification	Error Causes	Error Correction
A-14	Student 3 Student 6 Student 10 Student 17 Student 19	I was <u>she</u> him yesterday	Intelingular	I was <u>see</u> him yesterday

	Student 21 Student 23 Student 27			
A-27	Student 3 Student 4 Student 6 Student 9 Student 10 Student 12 Student 22 Student 25 Student 27 Student 30	Knock	Intralingual	Knocked
A-39	Student 5 Student 6 Student 7 Student 12 Student 16 Student 17 Student 20 Student 26 Student 27	He was <u>seeing</u> some song	Intralingual	He was <u>sing</u> some song
A-57	Student 1 Student 2 Student 4 Student 5 Student 8 Student 10 Student 13 Student 15 Student 16 Student 17 Student 20 Student 24 Student 23 Student 26 Student 37	blewing	interlingual	blowing

Description of Students' Error in Alternating-Form describes that, in item number A-25, there are 10 students who made error, then in item number A-39 there are 9 students who made error which is all of them caused by intralingual.

There are 15 students who made error in item number A-57 and in item number A-14, there are 8 students who made error it was caused by Interlingual.

Description of students' error in Addition

Table 4.6 Error in Simple Addition

Item Number	student	Error Identification	Error Causes	Error Correction
A-17	Student 11 Student 28	Michel has bought a new <u>cars</u>	Interlingual	Michel has bought a new <u>car</u>
A-8	Student 3 Student 18 Student 23	Natan <u>watchs</u> new film	Intralingual	Natan <u>watch</u> new film

Description of Students' Error in Simple Addition describes that, in item number A-5, there are 2 students who made error caused by interlingual. There are 3 students who made error in item number A-8, it was caused by Intralingual.

Description of students' error in Misordering

Table 4.7 Error in Misordering

Item Number	student	Error Identification	Error Causes	Error Correction
A-33	Student 5 Student 26 Student 30	Dear many flower in there	Intraingual	There are many forest in north America
A-34	Student 12 Student 23	My mother washing the plates	Interlingual	My mother was planting some flowers

Description of Students' Error in Misordering describes that, in item number A-17, there are 3 students who made error caused by intralingual. There

are 2 students who made error in item number A-34, it was caused by Intralingual.

Here is the table of percentage of students' error :

Table 4.8Percentage of students' Error

No	Students	Total Of Error	Total of Question	Percentage
1	Student 1	5	60	25%
2	Student 2	6	60	30%
3	Student 3	8	60	40%
4	Student 4	7	60	35%
5	Student 5	9	60	45%
6	Student 6	8	60	40%
7	Student 7	9	60	45%
8	Student 8	3	60	15%
9	Student 9	5	60	25%
10	Student 10	9	60	45%
11	Student 11	4	60	20%
12	Student 12	9	60	45%
13	Student 13	5	60	25%
14	Student 14	3	60	15%
15	Student 15	6	60	30%
16	Student 16	9	60	45%
17	Student 17	8	60	40%
18	Student 18	5	60	25%
19	Student 19	6	60	30%
20	Student 20	7	60	35%
21	Student 21	4	60	20%
22	Student 22	5	60	25%
23	Student 23	8	60	40%
24	Student 24	5	60	25%
25	Student 25	7	60	35%
26	Student 26	7	60	35%
27	Student 27	11	60	55%
28	Student 28	5	60	25%
29	Student 29	7	60	35%
30	Student 30	10	60	50%
	TOTAL	200	60	

From the test result, the minimum error is made by students number 8 and number 14 with 3 errors or 15% and the maximum error is made by student number 27 with 11 errors Or 55 %.

After classifying error, the percentage of each kinds of error is found. Here is the table of the percentage of each error types :

Table 4.9 Kinds of Error Classification and Its Percentage

No	Error Classification	Total	Percentage
1.	Omission	14	4.4%
2.	Regularization Error	76	42.6%
3.	Over Generalization	53	27.8%
4.	Alternating Form	47	24.2%
5.	Simple Addition	5	0.5%
6.	Double Marking	-	-
7.	Misordering	5	0.5%
	Total	200	100%

From the data, it can be described that the errors in regularization error are the most frequent errors in which the students committed 76 errors or 42.6%. Its followed by over-generalization with 53 errors or 27.8%. After that, alternating form which consists of 47 errors or 24.2%. Error in omission there are 14 error or 4.4%. Simple addition consists of 5 errors or 0.5%. In misordering consist of 5 errors or 0.5%. There is no double marking error which is made by students.

2. Data for Sources of Error

Here, I will discuss the spelling errors made by students and the possible causes of those errors that were caused by interlingual and intralingual interference.

a. Spelling Errors

Based on the result of the test given on 9th march , 2017 the researcher could see that there were several spelling errors that were made by the eighth grade students of SMP Asuhan Jaya Medan the academic year 2016/2017. Most of them still had difficulty when they had to give the correct spelling for a word that consists of clusters, diphthong, errors in distinguishing long and short vowels and errors in recognizing words, phrases and sentences.

(1) Clusters

Cluster is a group of things close together, in this case consonants that are close together in one word.

For example test item number 59 *empty*.

Many students could not recognize the existence of the sounds /p/ in the word *empty*. Instead of choosing *empty* some of them even chose *emty*.

Based on the fact, the researcher drew a conclusion that the students could not distinguish sound /p/.

The total number of spelling errors caused by clusters is 22.

(2) Diphthong

Diphthong is a union of two vowels.

For example: test item number 6 *prepare*.

Many students could not recognize the existence of the sound /eɪ/ in the word *prepare*. Instead of choosing *prepare* some of them even chose *pripeir*. Based on the fact, the researcher drew a conclusion that the students could not distinguish sound /eɪ/ from /ei/.

The total number of spelling errors caused by diphthong is 93 errors.

(3) Errors in distinguishing long and short vowels

Many students could not distinguish the long and short vowels.

For example test item number 16 *a great english teacher in classroom*.

Instead of choosing *classroom* some of them even chose *clasroom*. Based on the fact, the researcher drew a conclusion that the students could not distinguish long vowel /a:/.

The total number of errors caused by this is 45 errors.

(4) Spelling errors in recognizing words, phrases and sentences

English spelling does not always give a clue to pronunciation unlike in Bahasa Indonesia. Because of that, most of Indonesian students get difficulty in writing English words.

For example test item number 28 *trying to be protective*.

Instead of choosing *trying* some of them even chose *traying*. Based on the fact, the researcher drew a conclusion that the students could not recognize the word *trying*.

The total number of spelling errors caused by this is 90 errors.

To get a clear description of the spelling errors and determine the dominant causes of spelling errors in dictation as a testing device of listening by the eight grade students of SMP Asuhan Jaya Medan in the academic year 2016/2017, the researcher will tabulate the number of causes of spelling errors as follows:

Table 4.10 The Total Number of Spelling Errors

No	Cause of Spelling Errors	Total	Percentage
1.	Clusters	22	6.7 %
2.	Diphthong	93	41.5 %
3.	Distinguishing long and short vowels	45	13.8 %
4.	Recognizing words, phrase and sentences	90	38 %
	Total	250	100%

b. Interlingual and intralingual

Here, the researcher will discuss the errors made by students caused by interlingual and intralingual interference.

(1) Interlingual interference

Interlingual interference errors are errors caused by students' mother tongue interference. The researcher found that there were 55 errors made by students because of it. The interference was caused by transfer. Transfer is an error made by students because there is no contrast or difference between the two languages.

For example: question number 42 'The leaves trembled'.

Instead of choosing *leaves* some of them even *lives*. Based on the fact, the researcher drew a conclusion that the students did not know the spelling of the word *leaves*, they just chose the spelling they are hear.

The total number of errors caused by transfer was 112.

(2) Intralingual interference

Errors can be caused by intralingual influence. In this study the researcher found intralingual interference because of ignorance of rule restrictions, the errors occur because of lack of knowledge of correct English sound pattern.

For example: question number 11 'loudly'.

Instead of choosing *loudly*, some of them chose *loundly*. They might think that the word *loudly* could be written like the word *loundly*. The total number of errors caused by ignorance of rule restrictions was 78 To get a clear description of the errors and determine the dominant causes of errors in dictation as a testing device of listening by the eighth grade students of SMP Asuhan Jaya in the academic year 2016/2017, the researcher will tabulate the number of causes of errors as follows:

Table 4.11 The Total Number of Cause Errors

No	Cause of Errors	Total	Percentage
1.	Interlingual a. Transfer Distinguishing	112	78.57 %
2.	Intralingual a. Ignorance of rule restrictions	78	21.43%
	Total	200	100%

C. Data Interpretation

After analyzing the error data and describing the percentage of each kinds of error the data should be interpreted. Here is the interpretation of the data :

a. Omission

Errors in omission which are made by the eighth students of SMP Asuhan Jaya are 14 errors or 4.4%.

b. Regularization Error

This is the most frequent error made by the students. The students made 76 errors or 42.6%.

c. Over-Generalization

There are 53 errors or 27.8% made by students in this type of error.

d. Alternating Form

In this area, there are 47 error or 24.2% made by the students.

e. Simple addition

There are 5 errors or 0.5% in its percentage in simple addition area.

f. Double Marking

There is no error in double marking made by the students. It represents that students are good in this item.

g. Misordering

Error in misordering is 5 error or 0.5%.

After analyzing the causes of error and describing the percentage of each error causes, the data should be interpreted. Here is the interpretation of the data :

a. Spelling Error

In spelling error, the students make some error that caused by :

1. Cluster

there are 22 error or 6.7% made by the students.

2. Diphthong

This is the most frequent error made by the students. The students made 93 errors or 41.5%.

3. Distinguishing long and short vowels

The students made 45 errors or 13.8% in distinguishing long and short vowels area.

4. Recognizing word, phrase, and sentences

There are 90 errors or 38% made by students in this cause of error.

b. Intralingual and Interlingual

1. Intralingual

Errors which are made by the eighth students of SMP Asuhan Jaya medan which are caused by transfer distinguishing are 112 or 78.57%.

2. Interlingual

Errors which are made by the eighth students of SMP Asuhan Jaya medan which are caused by Ignorance of rulerestrictions are 78 or 21.43%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data in Chapter IV, the researcher found 200 errors from kinds of errors made by the students of the eighth grade students of SMP Asuhan Jaya in the academic year 2016/2017. Kinds of error which made by students are; 4.4% errors which caused by omission, 42.6% errors which caused by regularization error, 27.8% errors which caused by over-generalization, 24.2% errors which caused by alternating form, 0.5% errors which caused by simple addition, no error that caused by double marking, and 0.5% errors which caused by misordering. The highest percentage of incorrect answers made by the students was 55 % while the lowest one was 0.5%. There also found four of spelling errors. There were spelling errors caused by clusters, diphthong, distinguishing long and short vowels and recognizing words, phrases and sentences. The data can be described respectively as follows 22.7% errors which were caused by clusters, 41.5% were caused by diphthong, 13.8 % errors which were caused by distinguishing long and short vowels and 38 % errors which were caused by error in recognizing words, phrases and sentences.

From the data, the researcher also found that there were two possible causes of those errors; they are interlingual interference, that is transfer, and intralingual interference, that is ignorance of rule restrictions. The data can be described respectively as follows: 78.57 % errors which were caused by transfer,

21.43% errors were caused by ignorance rule of restrictions. From the data above, the researcher found that the dominant errors were caused by diphthong; they are 41.5 % or 93 errors and 42.6% or 76 error that caused by regularization error and 78.57% or 112 error that caused by interlingual in transfer distinguishing.

After knowing the result, the researcher conclude that the errors mostly happen because in *Bahasa Indonesia*, the pronunciation follows the spelling system, while in English it does not follow the spelling system as *Bahasa Indonesia*.

B. Suggestion

Based on the result of the study, the researcher will offer some suggestions, to be considered to minimize the students' errors in dictation as a testing device of listening:

3. The English teacher of SMP Asuhan Jaya should know the result of this research and take steps to anticipate the errors in the future.
4. To minimize the students' errors, the English teacher should take other methods in their ways of teaching.
5. The students should be given more exercises of dictation.

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The Test Instrument

- | | | |
|---|--------------------|------------------------------|
| 1. Rice | | 27. Knocked |
| 2. Chicken | 53. Always | 28. trying to be protective |
| 3. Cake | 54. sometimes | 29. I will help you |
| 4. Milk | 55. In the evening | 30. I have umbrella |
| 5. Might | 56. Rather hot | 31. She runs everyday |
| 6. Prepare | 57. blowing | 32. Favourite menu |
| 7. Play | 58. Very large | 33. There are many forest in |
| nort america | 59. empty | 34. My mother was planting |
| 8. Natan watch new film | 60. Too small | 35. He gave me a bouquet of |
| some flowers | | 36. The man brought |
| 9. Chest | | 37. After I mirroed |
| flower | | 38. Received the message |
| 10. Hungry | | 39. He was sing some songs |
| umbrella yesterday | | 40. A cup of coffee |
| 11. Loudly | | 41. Go to bed |
| 12. This cars are mine | | 42. The leaves trembled |
| now | | 43. Get up |
| 13. Early morning | | 44. Breakfast |
| 14. I was see him yesterday | | 45. Homework |
| 15. Instrument of music | | 46. Afternoon |
| 16. Great English teacher in classroom | | 47. A dool |
| 17. Michell has bought a new cars | | 48. Take a bath |
| 18. Ran | | 49. Policeman |
| 19. Marry said she liked chocolate very much | | 50. Night |
| 20. My sister said she had watched that movie | | 51. Balloon |
| 21. Fernando said he had visited paris twice | | 52. Nurse |
| 22. Close your eyes | | |
| 23. Clean | | |
| 24. Too big | | |
| 25. Goshes | | |
| 26. Look my eyes | | |

Kinds of Error Analysis

No	Number of Test	Sentence Error	Error Classification						Misordering
			Omission	Misinformation			Addition		
				RE	O-G	AF	DM	SA	
1	A-5	Miyed	-	-	√	-	-	-	-
2	A-8	Natan <u>Watches</u> new film	-	-	-	-	-	√	-
3	A-9	Cheest	-	-	√	-	-	-	-
4	A-12	This <u>cars</u> are mine	-	-	√	-	-	-	-
5	A-14	I was she him yesterday	-	-	-	√	-	-	-
6	A-17	Michell has bought a new <u>cars</u>	-	-	-	-	-	√	-
7	A-18	Run	-	√	-	-	-	-	-
8	A-19	Marry said she <u>like</u> chocolate very much	√	-	-	-	-	-	-
9	A-20	My sister said she had <u>watch</u> that movie	√	-	-	-	-	-	-
10	A-21	Fernando said he had <u>visit</u> paris twice	√	-	-	-	-	-	-
11	A-23	Klin	-	√	-	-	-	-	-
12	A-25	Gooses	-	√	-	-	-	-	-
13	A-26	Look my ices	-	√	-	-	-	-	-
14	A-27	Knock	-	-	-	√	-	-	-
15	A-33	Dear many flower in here	-	-	-	-	-	-	√
16	A-34	My mother washing the plates	-	-	-	-	-	-	√
17	A-36	The man <u>brought</u> umbrella yesterday	-	-	√	-	-	-	-
18	A-39	He was <u>seeing</u> some song	-	-	-	√	-	-	-
19	A-57	blewing	-	-	-	√	-	-	-

The Recapitulation Of Student's Errors

No	Students	Error Classification							Total Of Error
		Omission	Misinformation			Addition		Misordering	
			RE	O-G	AF	DM	SA		
1	Student 1	1	1	2	1	-	-	-	5
2	Student 2	-	2	3	1	-	-	-	6
3	Student 3	-	4	1	2	-	1	-	8
4	Student 4	1	3	1	2	-	-	-	7
5	Student 5	-	3	2	2	-	-	1	9
6	Student 6	-	3	2	3	-	-	-	8
7	Student 7	-	4	4	1	-	-	-	9
8	Student 8	1	1	1	1	-	-	-	3
9	Student 9	1	2	2	-	-	-	-	5
10	Student 10	1	1	3	4	-	-	-	9
11	Student 11	-	2	-	1	-	1	-	4
12	Student 12	-	3	3	2	-	-	1	9
13	Student 13	1	1	2	1	-	-	-	5
14	Student 14	1	2	-	-	-	-	-	3
15	Student 15	-	2	2	2	-	-	-	6
16	Student 16	2	1	3	3	-	-	-	9
17	Student 17	-	3	1	4	-	-	-	8
18	Student 18	-	2	1	1	-	1	-	5
19	Student 19	1	2	1	2	-	-	-	6
20	Student 20	-	3	2	2	-	-	-	7
21	Student 21	-	2	1	1	-	-	-	4
22	Student 22	1	1	2	1	-	-	-	5
23	Student 23	-	2	2	2	-	1	1	8
24	Student 24	-	3	2	-	-	-	-	5
25	Student 25	1	4	1	1	-	-	-	7
26	Student 26	-	3	1	2	-	-	1	7
27	Student 27	1	5	2	3	-	-	-	11
28	Student 28	-	2	2	-	-	1	-	5
29	Student 29	1	4	1	1	-	-	-	7
30	Student 30	-	5	3	1	-	-	1	10
	TOTAL	14	76	53	47	0	5	5	200