THE EFFECT OF APPLYING PICTURE DICTATION TECHNIQUE ON THE STUDENTS' ABILITY IN LISTENING DESCRIPTIVE TEXT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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MEDAN
2019

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ABSTRACT

Kurniawati, Emma. 1502050177. "The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text". Skripsi: English Department of FKIP (Faculty of Teacher and Training Education) University of Muhammadiyah Sumatera Utara.

This study is intended to find out the effect of Picture Dictation Technique in listening descriptive text. The method of the research was experiment quantitative design. The population of the of the study was the seventh grade students' of SMP Muhammadiyah 58 Sukaramai. There were two classes in the school. Each class consist of 21 students; the classes were divided into two groups, namely experimental group and control group. The experimental group was taught by Picture Dictation Technique, while control group was taught conventional way. The instrument used to collect the data was a set multiple choice tests consists of 20 items. The post- test and pre-test administrated. The data were analyzed by using t-test. The calculation result showed that the $t_{observed}$ is higher than t_{table} value (**5.793 > 1.693)** at the level of significance α 0.05 of Picture Dictation Technique. Based on the finding above the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that applying Picture Dictation Technique has significantly affected on the Students' Ability Listening Descriptive Text.

Keywords: picture dictation technique, listening, descriptive text, students' ability.

ACKNOWLEDGMENTS

In the name of Allah SWT, the most beneficent and the most merciful, praise to Allah, firstly, the researcher would like to thank to Allah. Secondly, blessing and peace be upon to the Prophet Muhammad SAW, who has brought people from the darkness to the brightness. Then, she would like to thanks to her beloved parents, **Paiman** and **Suharliani** who always give her more support, materials and their prayer during before and after her academic year in completing her study in Universitas of Muhammadiyah Sumatera Utara.

This study is entitled ***"The Effect of Applying Picture Dictation Technique on Students' Ability in Listening Descriptive Text".*** In writing this study, there were many difficulties and problems faced by her and without much help from the following people, it might be impossible for her to finish it.

Therefore, she would like to deliver her thanks to the people mentioned below;

1. Dr. Agussani, M.AP, the Rector University of Muhammadiyah Sumatera Utara.
2. Elfrianto Nasution, S.Pd, M.Pd, the Dean Faculty of Teachers Training and Education University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd, M. Pd, and Pirman Ginting, S.Pd, M.Hum, the Head and Secretary English Education Program, Faculty of Teachers Training and Education University of Muhammadiyah Sumatera Utara.
4. Imelda Darmayanti Manurung, SS, M.Hum, her supervisor for the valuable knowledge, supports, corrections, and giving advices to make the study better.
5. All Lecturer at English Education Program for their knowledge during academic years.

6. Dewi Zahara, S.Pd, the Headmaster of SMP Muhammadiyah 58 Sukaramai who has given her recommendation to do the research in the school.
7. Asral Efendi, S.Pd, the English teacher in School SMP Muhammadiyah 58 Sukaramai who has provided information about the school.
8. Eka Kurniawati and Heru kurniawan, her beloved sister and brother in family who have given support, motivation and suggestion.
9. PAPRIKA CHILI CABE Squads, Kiky Lestari, Leli Roswinda, Sri Rahayu, and Ayu Puspita Sari her beloved her who always beside her in every time and every condition. And they always give her motivation and support. They all like the second family in her family.
10. Desi Ayu Ningsih, Novi Handayani Sinaga and Puput, Rika Oktaviani her beloved friends who have cared and supported her in finishing this skripsi; and all.

Particularly for all people who she cannot mentioned one by one, thanks for everything and help.

May Allah SWT bless them all. Aamiin.

Medan, 25 September 2019
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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of four language skills are which needs to be mastered by the students. Listening is the most important part of the ability to understand the meaning that other people say. We really use our mental or physical to focus on listening to something important. Listening is different from hearing. Hearing only requires the five senses (physical), while listening requires the ability to think. We can hear anything without having to understand the meaning. In teaching listening we must consider about the differences. Listening is more complex than hearing, because the listeners actively pay attention and try to understand what they hear. While the listener only receives information and holds it in a kind of medium-term memory. Rost (2011:12), states that the hearing and listening have differences in voice intonation. Hearing can be done every day even though there is nothing important to hear. But when listening there is a sound pressure that is important to be listened, meaning listening has the purpose of capturing sound.

English as a foreign language is taught from elementary school, junior high school and high school to students to master. Based on the preliminary research, in learning English many students are less interested because they think learning English is a foreign language lesson that is very difficult to understand. Even though they have studied English for 12 years if teachers have never used

media or techniques in teaching, of course it will make the teaching and learning process not creative and innovative. From this problem students feel quickly bored in class when learning English.

The problems faced by students in learning English are very much, start from lack of vocabulary, reading, writing, speaking and very difficult, namely the problems of listening. The process of listening to the text there are many problems faced by students, namely the lack of clarity of the speaker when reading the text, lack of focus and too fast. So students are very difficult to understand what is said. It's also because they never practice listening to the text and their lack of vocabulary. With the problem of listening text faced by students, researchers use descriptive text to facilitate students in listening to the text because descriptive text is not like recount or narrative text that must tell the past. In descriptive text students only listen to descriptions of people, places, objects and things that can be described. So students easily understand what they are listen.

In teaching listening, the teacher must realize that there are many literacy learning objectives, one of which is understand listening to descriptive texts. The aim of teaching listening is to develop students' listening ability and activeness, so the students can listen to descriptive texts of English effectively and efficiently.

Based on the experience of researchers when carrying out internship 3 (PPL) at the SMP Muhammadiyah 58 Sukaramai school, there are several problems or difficulties faced by students during the process of English learning the students faced it difficult to listen to English texts. This is because the teacher only gives text and students are asked to answer questions based on the

information they listen to through the text read by the teacher. They never listen to text or conversations from native speakers using recorders or CDs. Very difficult for them to understand what the speaker is saying. They feel bored when learning listening, because teachers never use techniques that make them uninterested in taking lessons. The results of their activities in the classroom became uncontrolled by the teacher.

From the above problems the researcher will solve the problems faced by students in difficulty listening by the way each learning process teachers must have creative ideas by using media picture will make students more focused, teachers can also use techniques or strategies in teaching so that the learning process can become active and efficient. As for the other problem solving using the picture dictation technique in learning descriptive listening text, it is to increase attractiveness and be able to make students more active and responsive in the presence of media and techniques as well as in the teaching and learning process in the classroom.

The results of solving the problem the researcher will be applied the picture dictation technique in the learning process of listening through descriptive text because it will make students more active and think faster to understand what they listen.

B. The Identification of the Problem

The problem of this research formulated as having relation to:

1. The students unmotivated in learning listening.

2. The students not interesting in learning listening without media.
3. The students feel bored when learning listening.

C. Scope and Limitation

In this study, the scope of the study focus on the listening comprehension. The limitation is on Listening Descriptive Text.

D. The Formulation of the Study

The problem of this research formulated as follows:

Is there any significant effect of Picture Dictation Technique on the students' ability in listening descriptive text?

E. The Objectives of the Study

Based on formulation of the problem, the objectives of this research is to investigation the effect of picture dictation technique on the students' ability in listening descriptive text.

F. The Significance of the Study

The finding of the research is expected to contribute both the theories and practice:

1. Theoretically

Theoretically, the result of this study is expected to be able to enrich and enhance the learning theory of listening by using Picture Dictation Technique.

The result of this study can be used as a reference for those who want to conduct related researcher.

2. **Practically**

    a. For English teacher, to teach listening skill with using the new technique.

    b. For students to learn listening skill easily and enjoyable with the Picture Dictation Technique.

    c. The other researchers who are interested in conducting the same study of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework aims to provide a clear concept of study application. This study will be planned to examine the effect of using communicative approaches assisted by audiovisual media to improve student listening performance. It is important to collaborate with this research to avoid misunderstandings between writers and readers. There are many points discussed in this study.

1. Definition of Listening

Listening is one of the most important skills in English language learning. When students listen to English, they face a lot of listening difficulties. Students have critical difficulties in listening because universities and schools pay more attention to writing, reading, and vocabulary. Listening has an important role in every communication. In communicating with other people must understand what is said. In four language abilities such as listening, writing, reading, and speaking, listening is a very difficult ability and plays an important role in learning English. Ghaderpanahi (2012), states: Teaching students listening skill may be difficult for teachers and namely difficult for students to learn as well. For instance, even the

students who are adequate in speaking and reading might confront problems with listening skill when facing a record with a quick conversation.

There are some difficulties faced by the student such as the lack of vocabularies, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording. The students find it difficult when they want to take a test TOEFL test, because they need more concentration and understanding. Sometimes what makes them feel difficult to listen to is because the speaker is too quick to convey information or read the test through a tape recorder, so it is unclear what is said. As an additional problem for students is that they rarely listen and rarely take listening tests, so they find it difficult to distinguish genuine voices of foreigners in the voices of local people.

1.1. Types of Listening

According to Rost (2011: 184-200) there are some types of listening as follows:

1. **Selective Listening**

Selective listening is the most important form of listening instruction that is currently used. In language teaching, selective listening refers to planned purpose in mind, and also often to gather specific information to perform tasks. In verbal language, selective listening is used to refer to ‘what you want to hear’.

It’s mean that selective listening is a process carried out by students to learn to fill in the text spoken by the speaker without having to try to understand and remember anything

2. Interactive Listening

The interactive listening process is carried out by students who interact with each other or listen from the native speaker to speak, so that they can understand the purpose being discussed in order to be able to develop their vocabulary and language.

3. Intensive Listening

Intensive listening refers to appropriate for precise sounds, word, phrases, grammatical units and pragmatic units. The prototype intensive listening activities are pure dictation of exact words spoken by speaker. Dictation is also often claimed to be an excellent integrative test, because dictation involves listening to vocabulary, grammar, and the ability to conclusion from dictated context.

4. Extensive listening

Extensive listening refers to listening for along time period while focusing on meaning. Extensive listening can also include academic listening, and can be known as listening for academic purposes and language teaching. An important aspect of extensive listening training is the need to provide instruction comprehension strategy so students can avoid being overwhelmed by the amount of input and so that they can get back on track when they have difficulty to understanding.

5. Responsive listening

Responsive listening refers to the listener's response that has the purpose of listening, and that includes the types of listening practice. The

listener's response in this type of activity is 'affective' that is expressing an opinion or point of view rather than 'giving information' back based on what facts they have heard.

6. Autonomous listening

Autonomous listening is a listening activity in which students direct themselves to choose what they should hear and must seek feedback on their understanding, by responding and monitoring their own. However, in the autonomous listening, the teachers can also still be able to increase the students success through listening strategies in learning and teaching.

1.2. Listening Process

For instructional purpose, any 4 types of listening process:

1. Hearing, we hear a sound like word or sentences to be more effective, attention and concentration is a key of hearing.
2. Understanding, we know the meaning of word and sentences from native speakers based on context we heard. Absorbing, grasping or assimilating is one activity of understanding to get the meaning of message, listener must use knowledge, experience perception and cognitive power.
3. Evaluating, evaluating is the same as filtering out a meaning spoken by the speaker. The wanted and unwanted, useful and useless is one of categorized in heard message. Unwanted message must be deleted. To make sense in this step, the sense of judgment of individual comes into play, filtering the process and person choosing the retrain is subjective.

4. Responding, For listening to be perfect, response is important. We response from what we heard based on body movement, facial expression or audible reaction.

1.3. Listening Strategies

According to Conrad (1985), O'Mallay and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) p.124 said that there are 3 types of listening strategies:

1. **Cognitive Strategies**

Cognitive strategies relate to understanding and gathering short term or long-term memory for later use. According to Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014 p. 124, cognitive strategy are the methods used to solve the problem that exist in students to be responsible for learning activity and knowledge.

There are 2 types of cognitive strategies in listening: bottom- up and top-down. Bottom-up strategies are translating word-for-word, repeating spoken text, and improving text characteristics. Top-down strategies involve provisional, conjectures, explanation and visual.

2. **Metacognitive Strategies**

Metacognitive strategies refers to students activities by listening text through understanding, planning, and monitoring strategies in listening process. are the activities of students conducted by listening to the text through a strategy of monitoring and planning and understanding in the listening process. According to Holden (2004) and Azmi Bingol, Celik,

Yidliz, and Tugrul Mart (2014) p. 125 stated that in this strategy students are aware when will listening to the text. In this strategy, learners learn how to plan, evaluate and monitor, to information that has been collected from the listening section.

According to Baker and Brown (1984) and Abdalhamid (2012) p. 125, there are 2 types of metacognitive strategies: regulation of cognition and knowledge of cognition. Regulation of cognition related to what students have to listen effectively. And knowledge of cognition related with and easier awareness that is about what is happening.

3. Socio-affective Strategies

Socio-affective Strategies is an activity carried out by two or more people who help each other to understand and work together to understand their listening in order to reduce anxiety. In this strategy students are taught to be more confident and can be motivated in carrying out the learning process of listening in class.

2. Definition of Text

Text is reading or writing that shows information through newspapers, magazines, television or billboards to people who can see. As for the text in the form of listening and speaking which are used through a tape recorder, because the text can only be heard and discussed by other people.

According to Oxford Dictionary text is a piece of written or printed material regarded as conveying the authentic or primary form of a particular work.

The main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations.

2.1. Types of Text

a. Recount text is the text that telling the reader about one story, action or activity for information or entertainment. The purpose of recount text is to tell the reader about the last event or experience.
b. Narrative text is a legend story with imagination to entertain people. In narrative text usually use simple past tense, because the text telling about in the past.
c. Procedure text is a text to describe how to make or doing something. In procedure text usually use steps by steps to make something.
d. Report text is a text which presents information about something, as it is as result of systematic observation and analyses. The purpose of report text is to tell pr describe something in general.

2.2. Definition of Descriptive Text

Descriptive text is a text that to describe about something, like a person, place, things, and etc. According to Gerot & Wignel, 1994; Knapp & Watkins, 2005 p.67 states that descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.

According to (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Derewianka, 1990; Gerot & Wignel, 1994; Knapp &Watkins, 2005) p.67 states the schematic structures of descriptive text is identification or general statement and description.

Identification is to aim introducing and identifying specific participant usually ike a person, a place, a thing, an animal and etc. Description is to describe about characteristic from personality, habits and others. It means that the identification in descriptive text to telling or to describe about something and in description in descriptive text to telling about the characteristic or participant.

2.3. Linguistic Feature of Descriptive Text

According to Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) said that descriptive text there are some linguistics features:

a. Focus on participants as the main characters.
b. Use present tense;
c. Use linking verbs.
d. Use action verbs
e. Use mental verb to describing feelings.
f. Use adjectives and adverbs to describe characteristic of participants.
g. Use adverbial phrases to give information about manner, place, or time.

3. Definition of Picture

Picture is one of the visual aids that the teacher can use in the classroom. Pictures in the form of graphs, comic, poster, cartoon, board drawing, pictures in newspaper, magazines, calendar, photograph, maps, wall chart and many more are widely used as teaching aids in language classroom (Heidari & Araghi, 2015). Media such as images are very helpful in teaching and learning to be more varied

and innovative. Teachers and students will be more creative and excited when studying in class.

Picture can used to teach everything such as vocabulary, language skills and grammar. Teacher should make use of picture while planning lesson as it can keep the lesson interesting and learners would not be bored and fatigue. Picture can be used to strengthen language skills by developing motivation and producing students' positive attitudes towards language. When the learners get interested in the lesson, they will receive the knowledge easily and retain the knowledge.

The purpose of using pictures was to describe or illustrate a written or recorded passage. According to Wright, 1984:2 there are 3 reasons for using picture in language teaching:

1. To can interest and motivation the students.
2. It provides a sense of context for the language.
3. It provides the specific reference point and stimulus.

4. Definition of Dictation

Dictation as a technique where students receives some verbal input, and then write down what they hear. Dictation is useful when well controlled for learning activities. This is a technique that has proven to be very effective at all levels of teaching. Dictation is the activity listens attentively, trains students to distinguish sounds and transfer verbal sounds to written symbols, and helps develop aural understanding and helps in self- evaluation. According to Richards, Platt and Weber in Fachrurrazy's (1989) quotes, "dictation is a technique used in

both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as possible". Where dictation is a technique that is able to make students more focused in listening and capturing what they hear.

4.1. Types of Dictation

According to Oller (1979:264-265), there are several types of dictation:

1. **Standard dictation;** is good part of direction. That requires the participants to write verbal activity the material as spoken by prober from recording.
2. **Partial dictation**; this is similar to standard dictation. This dictation the participant must listen the material from the spoken and fill in the blank based on written version.
3. **Dictation with competing noise;** This type called noise dictation. This is a part of dictation and the process of dictation is supposed to imitate natural situation.
4. **Dictation/composition or dicto-comp;** is dictation with the participant are instructed to listen a text. More times that presented another live or use tape as conventional rate. After that the participant asked and write what they heard and understand.
5. **Elicited imitation;** that is similar with dictation in some material that presented to the participant, but not same with respect with respond mode. In this activity, the participant heard material in standard dictation.

6. **Dictogloss;** is dictation when the participants read the sentences which write key word of sentences and reconstructed that sentences accurately as they can.
7. **Combined cloze and dictation;** is type of dictation that similar with partial dictation but part of the deletion is left out follow the cloze.

4.2. The Important of Dictation

Lightfood (2004) says that dictation practice are very important to develop students' awareness of phonic sounds related to dictation, it might be very fun. Because with dictation technique the students may be more familiar voices they never heard before, especially in learning English.

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5. Definition of Picture Dictation

According to Heath (n.d.: 58) said that Picture Dictation is an interesting way in English class. Its mean that there are some varieties way in the learning process which the students do some challenge activities like listen, draw, predict the picture etc. This picture dictation is used by teachers as a creative and innovative English language teaching technique. The use of this technique can make students develop and practice their memory and listening abilities. Because of this picture dictation activity students are taught to be able to draw, listen and predict what they hear.

Picture dictation technique is one of the activity in teaching English. Krueger (2012) explains that Picture dictation is the activity can be used by the teacher to student or student to student, the picture that describes by the teacher

and then the students draw what they hear. In addition, Miller (2008) say that “in a typical picture dictation activity, a picture is describe to the listener, who, unable to see it, draw what they hear”. Picture dictation technique activities are techniques that can be used by the teachers or students in the teaching learning process. In picture dictation the teacher or student gives instructions or dictates a story to the listener and the listener can describe what has been instructed through the recording or directly.

Picture dictation is one of the techniques applied by teachers in teaching listening. The procedure describes the text that is interested to the students, and students listen to the text and draw picture or sketches. According to the Jacob and Small (2003) in picture dictation, the teacher can involve graphics other that paragraphs or sentences in the listening dictation. Students listen to the teacher’s description and draw pictures based on what they hear. description On the other hand, students can repeat the description of the text read by the teacher, as in standard dictogloss, and then draw it. In short, picture dictation means that the teacher can determine something for students then ask them to listen carefully, and they draw something on paper based on the teacher’s instruction.

5.1. Advantages of Picture Dictation

a. Students have the constant attention of the teacher so they can listen to and speak more English than they might in a group situation.
b. Students can contribute to classes more and feel part of the learning process by bringing material like books, songs, articles from local newspapers to class.

c. Their strengths and weaknesses are addressed more consistently and fully without the competition of other students for the teacher's time.
d. They can become better learners through learner training with their teacher.
e. There are less time constraints so they can go at their own pace and not feel pressured by the progress of other students.

5.2. Disadvantages of Picture Dictation

a. There is a similar potential for exhaustion as they too can be in constant interaction in an unnatural way with the teacher.
b. It can be difficult to measure progress without other students to compare with and the possible lack of a syllabus.
c. There can be a lack of individual study time. They might not have the same "sink in time" as they would have in a group.
d. The lesson format can become monotonous if a teacher lacks the confidence to experiment with change of pace and type of activity. They might assume a student would not be open to activities such as dictation, songs, moving around the class, chants, drilling, etc.

5.3. The Concept of Picture Dictation in English Learning

Heath (n.d: 58) stated that Picture Dictations are a quick, amusing and interesting way of doing a number of useful things in the English class. First, they test listening comprehension. Second, they provide a useful way of revising certain prepositions of place. Lastly, they provide a good basis for a guided

composition, getting the pupils to describe the picture using some of the language you dictated.

5.4. The Procedure of Use Picture Dictation Technique in Teaching Listening

Teaching listening through picture dictation can be applied as following:

1. First, the teacher explain and give instruction to students what they are going to do in picture dictation and the teacher describe about a picture. After that students draw the picture based on they heard.
2. Before starting the activity, teacher want to draw a square or rectangle to represent a piece of paper on the board and obtain vocabulary from students need to know for the activity. Such as in the middle of the of paper, in the top/bottom/right-/left-hand corner of the piece of paper, in front of, behind, on top of etc.
3. The teacher used a tape recorder that contains a simple description and student can draw a simple picture based on they hear in tape recorder.
4. When teacher is describing the picture, it is better to describe one object with slowly and repeat the description more three times.
5. Give students enough time to finish drawing one object before move into the next object.
6. After students finish drawing the pictures, teacher shows the real picture to students. Then they collect their results of dictatin activity and teacher can know abilty of listening skill from all student.

B. Previous Relevant Study

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be done as follow:

1. Kasmi and Indah Fadhilah Rahma *Implementing Picture Dictation To Improve Speaking Ability of the Second Year Students at MA. Pesantren Guppi Samata*. In his research examines how the problems of students' speaking, such as the weakness of Vocabulary, lack of confidence in speaking in public and lack of motivation in learning. In this case, to solve the problems the researcher used picture dictation to improve students' speaking as method in teaching learning processes. It was conducted in two cycles, which was in three meetings in its every cycle. The result of this research showed that improvement of the students' speaking ability from the first cycle to the second cycle has improved. The mean score of vocabulary terms is 3.20 in the first cycle test and became 3.80 in the second cycle test. Besides that, the mean score of grammar in the first cycle was 3.45 became 3.95 in the second cycle. Then, pronunciation terms, the students score from first cycle to the second cycle was 3.20 became 3.65. Furthermore for the students' speaking accuracy and fluency, their score also increase from 3.40 became 3.70. The distinguishing it from the research that I am currently researching, the study uses cycle one until two and the research focuses on the problem of speaking students.

2. Dwinalida (2013) conducted a study about *Teaching Listening Comprehension Through Picture Dictation to The Tenth Grade Students of SMA*

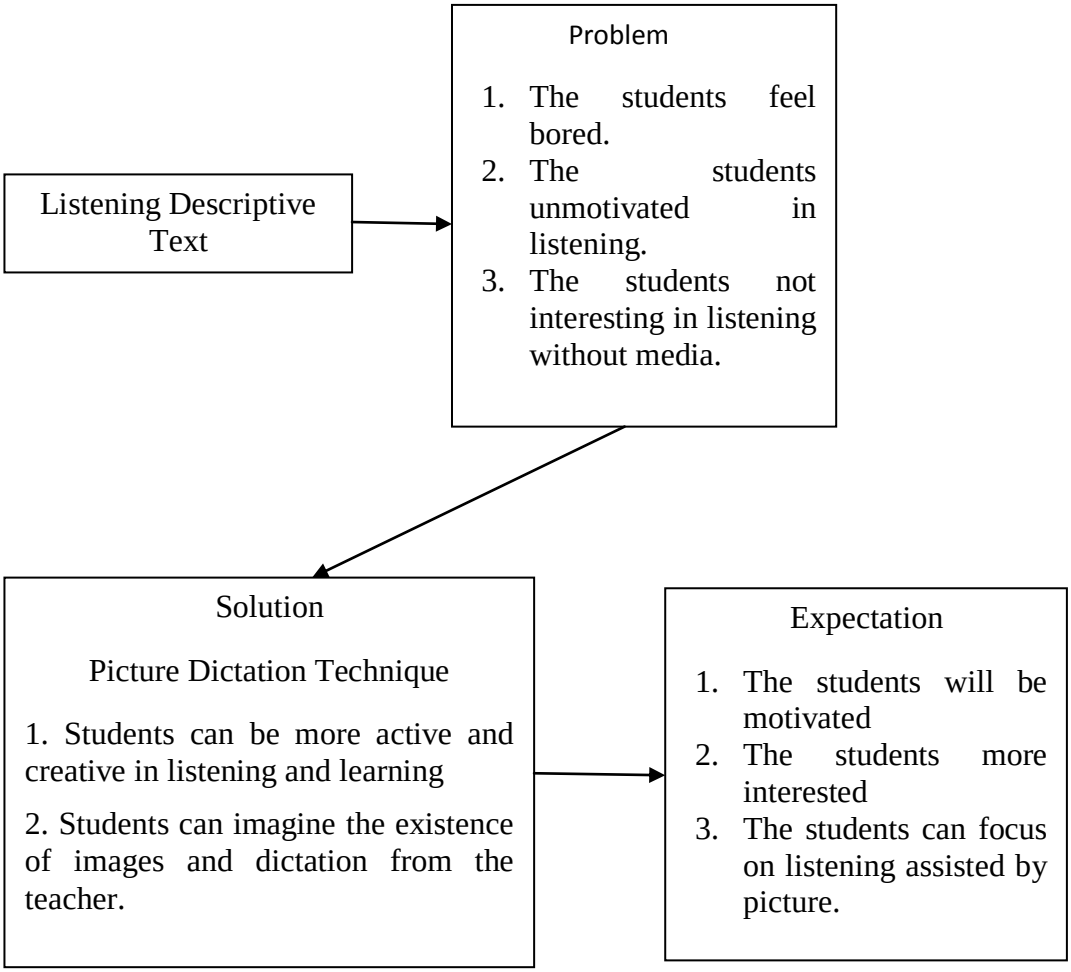
Islam Az-Zahra Palembang. The study that was aimed to answer whether or not using picture dictation can improve the listening comprehension. So, this study applied one kind of creative dictation exercise that is picture dictation. The result of this research used pre-test and post-test and then used paired sample T-test and independent sample T-test. Paired sample and independent t-test were applied to analyze the data. The results of the paired sample t-test showed that there was significant difference in listening comprehension before and after the treatment in experimental. The results of independent sample t-test showed that there was improvement in listening comprehension achievement of the students who were taught through picture dictation.

3. Andi Asrifan (2015) conducted a study about *The Use of Pictures Story in Improving Students' Ability to Write Narrative Composition*. Where the research was to find out whether or not the use of pictures story can improve the students' writing ability in terms of content, organization, vocabulary, language use, and mechanics to narrative composition. This research employed Quasi-experimental method that applied experimental and control class. The result of this research showed that the experimental group got the mean score (75.80) while the control group got mean score (68.03). This showed that there was significant difference between the students who were taught by using Pictures Story and those who were taught without Pictures Story. The distinguished with my research is that it focuses about picture story for students' writing ability. And in my research focus to applying picture dictation technique in listening descriptive text.

C. Conceptual Framework

Teaching listening is something that is very important for all students, because listen learning is useful for increasing understanding in listening. In the process of listening to students, they will get meaning from the listening text. That is called listening comprehension. But in listening comprehension students are usually very difficult to get meaning from the listening text, because they lack a lot of vocabulary. So they feel bored quickly when learning English by listening text through a tape recorder.

As an English teacher, should be able to know this and must have good techniques to be able to solve problems faced by students in listening text in English. Thus, researchers will make the teaching and learning process in listening more creative and innovative by using Picture Dictation Technique. It also aims to make students more active in thinking and more responsive in listening text.



D. Hypothesis

Ha: There is a significant effect of using Picture Dictation Technique on students' ability in listening descriptive.

Ho: There is no a significant effect of using Picture Dictation Technique on Students' ability in listening descriptive.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research will be conducted at SMP Muhammadiyah 58 Sukaramai school, on Jalan Denai Gg. II No. 16, Kecamatan Medan Kota, on the odd semester of 2019/2020 academic years. This research will be focused on the seventh grade studentyear. This research will be conducted for approximately one month. This location is choose because there are some problems found in teaching learning activity especially in listening descriptive text where the students are uninterested and unmotivated following the activity. Which caused they get lower score under KKM.

B. Population and Sample

The population of this research is the seventh grade students which distributed into two classes, VII a and VII b. By using total sampling technique, total classes will be chosen as the sample. It can be seen in the table below:

Table 3.1.
Population and Sample

Class	Population	Sample
VII a	21	21
VII b	21	21
Total	**42**	**42**

C. Research Design

This research will apply experimental research which meant there will be a certain experimentation apply to the population. The sample that consistsof 40students. Then divide into two groups; Control Groups (VII b) and Experimental Group (VII a). The Experimental Group will be thought by using Picture Dictation Technique, while the control group using a conventional way.

Design will be applied Pre-test and Post-test for the Control Group andExperimental Group. Both groups will get the same form of test in the Pre-test and Post-test.

Table 3.2
The Process of Treatment

Groups	Types of Test	Treatment	Types of Test
Control Groups	Pre-Test	Conventional way.	Post-Test
Experimental Groups	Pre-Test	Picture Dictation Technique.	Post-Test

Table 3.3
The Procedure of Research in Experimental Group

No	Teacher Activities	Students Activities
1.	The teacher give greeting to open the class.	The students give response to the teacher.
2.	The teacher explain about something descriptive text and the example.	The students listen to the teachers' explanation.
3.	The teacher introduce and explain how to using Picture Dictation Technique.	The students give attention to the teachers' explanation about the technique.
4.	The teacher will give the paper to the students and can try described the picture to student.	The students can drawing based on the teacher say.

Table 3.4
The Procedure of Research in Control Group

No	Teacher Activities	Students Activities
1.	The teachers give greeting to open the class.	The students give response to the teacher.
2.	The teachers explain about Descriptive text.	The students listen and focus to the teachers' explanation.
3.	The teachers give the example about the descriptive text and ask to the students about generic structure.	The students give response and answer the teachers' question.
4.	The teachers give multiple choice test in sheet paper toward tape recorder.	The students listen and focus to answer the exercise.

D. The Instrument of Research

This instrument of research use multiple choice test, which consisted 20 test with four choices a, b, c, and d. The tests will be taken from student's book *"Practice Your English Competence, Erlangga 2013. The writer is NurZaida"*.

The students will be given the test about descriptive text. In the scoring students' answer, the correct answer will be get 1 score and incorrect answer is 0 score.The highest score is 100 calculated by using this formula:

$$S = \frac{\mathrm{R}}{\mathrm{N}} \text{ x } 100\%$$

Where:

S= Score

R= True item which students answer

N= Number of item

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$Rxy = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2-(\Sigma x)^2\}\{N\Sigma y^2-(\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX2 = the sum of the square score in each text, and

ΣY2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N(\Sigma XY)-(\Sigma X)(\Sigma Y)}{\sqrt{[N(\sum x^2)-(\sum x)^2][N(\Sigma y^2)-(\Sigma y)^2]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

E. Technique for Collecting Data

To collect the data of the research, the researcher used some steps:

a. Giving pre - test to both of the groups.

b. Giving treatment:

   1. Control group (Class VII b): Using Conventional Way.
   2. Experimental group (Class VII a): Using the Picture Dictation Technique.

c. Giving pos-test with the similar test to both of the groups.

d. Collecting the students' answer sheet.

e. Listing the scores of pre-test and post-test in the table to the experimental and control group.

F. Technique of Analyzing Data

The steps taken in analyzing the data in this research are:

1. **Data Descriptive Test**

   a. **Score Mean**

   Mean X=$\frac{\sum fi-xi}{\sum fi}$

   b. **Standard Deviation**

   Standard deviation: $s^2 = \frac{n\sum fi\, xi^2-(\sum fi\, xi^2)}{n(n-1)}$

   c. **Calculate the Standard Deviation**

   Standard deviations can be found by the formula:

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2}$$

   Where:

   SD = Standard deviation

   $\frac{\sum X^2}{N}$ = Each score is squared then summed and divided by N.

   $(\frac{\sum X}{N})^2$ = all scores are summed, divided by N then squared.

2. **Prerequisite Test**

   a. **Normality Test**

This test is carried out to see samples taken from each group having normal or abnormal distribution.

Steps for calculating the normality test:

1. Ho = sample with normal distribution
2. Calculate the mean and standard deviation using the formula:

X = = $\frac{\sum Xi}{n}$ dan S = $\sqrt{\frac{n\sum x^2-\frac{(\sum x)^2}{2}}{n-1}}$

3. Every data $x_1, x_2, \ldots, x_n$ is made as standard numbers $Z_1, Z_2 \ldots\ldots Z_n$ by using the formula $Z_{score} = \frac{x_i - X}{s}$, (X and S are the sample of mean and standard deviation).
4. For each of these standard numbers using the standard normal distribution list, then calculate the probability $F_{(zi)} = P\ (Z \leq Zi)$. Calculation of opportunity $F_{(Zi)}$ can be done using a list of wide areas under the normal curve.
5. Furthermore, the proportion of Z_1, $Z_2, \ldots\ldots\ldots\ldots, Z_n$ which is smaller or equal to Zi is calculated. if this proportion is stated by S(Zi).

   So, $S_{(Zi)} = m\ \frac{banyaknya\ z_1, z_2 \ldots\ldots, z_n\ yang \leq zi}{n}$ to make it easier to calculate this proportion, the order of the smallest to largest data.
6. Calculate the difference F (Zi) - S(Zi) then determine the absolute price
7. Take the largest price among the absolute prices of the difference. Mention this biggest price L_0.
8. To accept or reject the null hypothesis, we compare this L_0 with the critical value of L for the real level $\propto = 0.05$. The criterion is to accept H_0 if L_0 is smaller than L table.

b. Homogeneity Test

This test is conducted to determine whether the population variance comes from the same population.

1. In this case what is being tested is the similarity of the variance of the two sample populations

$H_0 : \sigma^2_1 = \sigma^2_2$ (data from populations that have the same variation)

Ha : $\sigma^2_1 \neq \sigma^2_1$ (data from different population)

2. The similarity of this variance will be tested by the formula:

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

3. Test Criteria

If $F_{count} < F_{table}$ then H_o is accepted, if $F_{count} \geq F_{table}$ then H_a is accepted and H_O is rejected. Thus taking = (n_1-1) with a real level $a = 0{,}05$.

3. Hypothesis testing

A different sample test was performed to determine whether there was a significant effect between the two examined samples with a significant level of 0.05. Two sample different tests were performed on posttest data. And in conducting two different test samples used the t-test (independent samples T-Test). With the following formula:

$$t = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

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

Notes :

X_1 = The average value of the experimental class

X_2 = The average value of the control class

n_1 = Number of students in the experimental class

n_2 = Number of control class students

S_1 = Value of the experimental class variance

S_2 = Value of the control class variance

Test criteria is if $t_{count} > t_{table}$ then H_O is rejected, H_a is accepted. And if $t_{count} < t_{tabel}$, H_O is accepted and H_a is rejected.

In accordance with the testing conditions. If $t_{count} < t_{table}$ and significant value > a (0.05) then H_O is accepted, H_a is rejected. However, if $t_{count} > t_{table}$ and significant value < a (0.05), then H_O is rejected and H_a is accepted, which means there is an increase in students' learning ability in listening to text descriptions that are significant between students taught by picture dictation techniques with students taught using learning conventional.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students a test consisting of twenty items. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre- test and post- test. The student's score in pre-test and post-test of each group was presented on the table 4.1. below:

Table 4.1
The Score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre- test	Post-test	Pre-test	Post-test
Maximum	80	95	70	80
Minimum	45	70	40	55
Mean	62.38	81.19	52.85	65.47
Standard Deviation	9.82	9.06	10.79	8.50
Total	1310	1705	1110	1375

The data showed that the highest score of the pre- test in experimental group was 80 and the lowest was 45. While the highest score of the post- test was 95 and the lowest 70.

The data showed that the highest score of the pre- test of the control group was 70 and the lowest was 40. While the highest score of the post test was 80 and the lowest were 55.

B. Data Analysis

In order to investigate the effect of applying picture dictation technique, the next procedure is analyzing the data obtain by following these steps. Each steps was described as followed:

Table 4.2.
The Score of Post Test on Students' Ability in Listening Descriptive Text of Experimental Group (X1) and Control Group (X2)

No Respondent	X1	No Respondent	X2
1	75	1	55
2	75	2	70
3	85	3	80
4	75	4	55
5	95	5	55
6	95	6	75
7	75	7	65
8	70	8	70
9	85	9	75
10	85	10	70
11	70	11	55
12	90	12	55
13	80	13	60
14	90	14	65
15	80	15	60
16	70	16	65
17	90	17	60
18	85	18	80
19	95	19	60
20	70	20	75
21	70	21	70
Total	**1705**	**Total**	**1375**
Mean	**81.19047619**	**Mean**	**65.47619048**
SD	**9.069834881**	**SD**	**8.500700251**
Variant	**82.26190476**	**Variant**	**72.26190476**
Total Squared	**2907025**	**Total Squared**	**1890625**

Table 4.3
Different Score Between Post- Test in Both Experiment and Control Group

NO	X_1	X_2
1	N = 21	N = 21
2	$\sum X$= 1705	$\sum X$ = 1375
3	SD = 9.069835	SD = 8.500700
4	VAR = 82.2619	VAR = 72.2619
5	Mean = 81.19048	Mean = 65.476190

Notes:

X_1 = Results of students' listening skills taught with Picture Dictation learning techniques.

X_2 = Results of students' listening skills taught in conventional ways.

So from the results of research students who are taught with Picture Dictation techniques learning have an average value of students that is equal to 81.19 with a maximum value of 95, and the variance of 822,619 includes good grades obtained by students thanks to the application of Picture Dictation techniques learning. Students can maximize learning that takes place based on what they hear. With the results the level of listening to students is very good. But there are different levels of listening to students, can be seen below:

1. **Scores of Data the Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text (X_1).**
   a. **To Determine Range**

      Range = The largest data – the smallest data
      = 95 – 70
      = 25

b. To determine many class interval

Many class = 1 + (3,3) Log n

= 1 + (3,3) Log 21

= 5,363

So many classes are taken 5.

c. To determine the length of the class interval

$$P = \frac{range}{manyclasses} = \frac{25}{5{,}363} = 4{,}66$$

Because the interval class is 5, so frequency distribution for The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text (X_1)is follow:

Table 4.4
Frequency Distribution of Listening Ability of Students taught with Picture Dictation Techniques (X_1)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	70-75	9	43%
2	76-81	2	10%
3	82-87	4	19%
4	88-93	3	14%
5	94-99	3	14%
	TOTAL	**21**	**100%**

2. Scores of Data The Effect of Listening Ability on Students taught with Conventional Ways (X_2)

a. To Determine Range

Range = The largest data – the smallest data

= 80 – 55

= 25

b. To determine many class interval

Many class = 1 + (3,3) Log n

= 1 + (3,3) Log 21

= 5,363

So many classes are taken 5.

c. To determine the length of the class interval

$$P = \frac{range}{manyclasses} = \frac{25}{5{,}363} = 4{,}66$$

Because the interval class is 5, so frequency distribution for Listening Ability of Students taught with Conventional Ways (X_2) is follow:

Table 4.5
Frequency Distribution of Listening Ability of Students taught with Conventional Ways (X_2)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	55-60	9	43%
2	61-66	3	14%
3	67-72	4	19%
4	73-78	3	14%
5	79-84	2	10%
	Total	**21**	**100%**

Based on the frequency table there is a class interval which is how to determine it from the class length where the class length is 5. Whereas the absolute frequency is that many students get the value of the results of the class interval, so that many students become 21 students. Then to get what percentage of the relative frequency is by means of the results of the absolute frequency in times 100 then divided by the number of students, so that the total can all be 100%.

3. Testing Normality

One of the analysis techniques in the normality test is the *Lilliefors* analysis technique, which is a test requirement of analysis technique before doing a hypothesis test. Provided that if $L_{-count} < L_{-table}$ then the data distribution has a normal distribution. But if $L_{-count} > L_{-table}$ then the data distribution is not normally

distributed. The results of the normality analysis for each sub-group can be explained as follows:

a. Scores of Data the Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text (X_1).

Table 4.6

No Respondent	X1	F	ZI	FZI	SZI	FZI-SZI
1	70	5	-1.33630	0.090724604	0.166667	-0.07594
2	75	4	-0.80178	0.211339037	0.333333	-0.12199
3	80	2	-0.26726	0.394634013	0.5	-0.10536
4	85	4	0.267261	0.605365987	0.666667	-0.06130
5	90	3	0.801783	0.788660963	0.833333	-0.04467
6	95	3	1.336306	0.909275396	1	-0.09072
Mean	**82.5**	**21**			**L_{count}**	**0.121**
SD	**9.354143**				**L_{table}**	**0.188**

Based on the results of normality test calculations for samples on the results of students' listening ability taught by the picture dictation technique in descriptive text (X1) obtained $L\text{-}_{count}$ value = 0.121 with $L\text{-}_{table}$ value = 0.188. Because the $L\text{-}_{count} < L\text{-}_{table}$ ie 0.121 < 0.188 then it can be concluded the null hypothesis is accepted. So, it can be said that the sample on students' listening ability taught by the picture dictation technique on descriptive text is normally distributed.

Note:

$L\text{-}_{count} = 0.121$

$L\text{-}_{table} = 0.188$

Because $L\text{-}_{count} < L\text{-}_{table}$, so normal distribution.

b. Scores of Data The Effect of Listening Ability on Students' taught with Conventional Ways (X_2)

Table 4.7

No Respondent	X1	F	ZI	FZI	SZI	FZI-SZI
1	55	5	-1.58114	0.056923149	0.166667	-0.10974
2	60	4	-0.94868	0.171390856	0.333333	-0.16194
3	65	3	-0.31623	0.375914817	0.5	-0.12409
4	70	4	0.316228	0.624085183	0.666667	-0.04258
5	75	3	0.948683	0.828609144	0.833333	-0.00472
6	80	2	1.581139	0.943076851	1	-0.05692
MEAN	**67.5**	**21**			**L_{count}**	**0.161**
SD	**7.905694**				**L_{Table}**	**0.188**

Based on the results of normality test calculations for samples on the results of students' listening ability taught with conventional ways (X2) obtained $L_{observed}$ value = 0.161 with L_{table} value = 0.188. Because the $L_{count} < L_{table}$ ie 0.161 < 0.188 then it can be concluded the null hypothesis is accepted. So, it can be said that the sample on students' listening ability taught with conventional ways is normally distributed.

Note:

$L_{count} = 0.161$

$L_{table} = 0.188$

Because $L_{count} < L_{table}$, so normal distribution.

Table 4.8
Summary of Normality Test Results with Lilliefors Analysis

Group	L-count	L-table	Finding
(X1)	**0.121**	**0.188**	**H_O accepted, normal**
(X2)	**0.161**	**0.188**	**H_O accepted, normal**

Note :

X1 = Results Students' Listening Ability on Descriptive Text is Taught by Picture Dictation Techniques

X2 = Results Students' Listening Ability on Descriptive Text is Taught with a Conventional Ways.

4. Testing Homogeneity

Homogeneity testing of variance which is normally distributed will be done by Bartlet test. With formula below:

Log $S^2 = \frac{\sum(db.si^2)}{\sum db} = \frac{3090.48}{40} = 77{,}262$

Value B = $(\sum db)logs^2 = 40\ x\ 1.8589 = 743{,}56$

Value $X^2 = (ln10)(B - \sum(db).\log s^2$

$= 2.3\ x(743{,}56\ - 754{,}82) = 2.603$

Value X-table = 2.124

Table 4.9
The Results of Homogeneity Test for Sample Groups (X1 and X2)

SAMPLE	DB (n-1)	1/DB	SI2	DB.SI2	LOG SI2	DB. LOG SI2	X – count	X - table	Resolution
X1	20	0.05	82.26	1645.238	1.9151	38.30	2.603	2.124	**Homogeneous**
X2	20	0.05	72.26	1445.238	1.8589	37.17			
TOTAL	**40**	**0.1**	**154.52**	**3090.48**		**75.47**			

From the calculation results x^2_{count} (chi-squared) obtained a smaller value than the value of x^2_{table}. The statistical hypotheses are stated as follows:

H0 : Group X_1 and X_2 data come from the same homogeneous variance

Ha : Group X_1 and X_2 data come from variances that are not homogeneous

Because the value of $X\text{-}_{count} < X\text{-}_{table}$, it can be concluded that the two groups of data from this study come from populations that have homogeneous variance.

C. Testing Hypothesis

After analyzing their data with the application of learning techniques to see whether Picture Dictation Technique has a significant effect on students' listening skills because they have used this technique.

Furthermore, one of characteristics of good hypothesis is test ability. It means that hypothesis should be done in order to know it is accepted or rejected in testing hypothesis. Hypothesis formulation to test the difference of the two experimental and control class averages as follows:

H0: There is no effect of Picture Dictation learning techniques on students' ability to listening Descriptive Texts.

Ha: there is effect of Picture Dictation learning techniques on students' ability to listening descriptive texts. The basic for testing hypothesis was as follow:

If the significant value > 0.05 and $t_{obs} < t_{table}$, then H0 is accepted

If the significant value> 0.05 and $t_{obs} > t_{table}$, then H0 is rejected.

Then the following is a table of test results of the difference between the results of the experimental class and the control class.

Table 4.10
The Result of Testing Hypothesis Control Group and Experimental Group

Group	Mean	SD	Variants	t –obs	t-table	Resolution
X1	81.19047619	9.069	82.2619	**5.793**	**1.693**	**Ha accepted. Ho rejected**
X2	65.47619048	8.500700251	72.2619			

Based on the table 4.10 the test the mean score were calculated as follow:

$T= X_1 – X_2$

= 81.19047619 - 65.47619048

= 15.7143

Based on the table above from the results of the calculation of the independent t-test analysis it can be seen that the average value of the experimental class is 81.19 and the average value of the control class is 65.47, then the experimental class variance is 82.2619 and the control class is 72.2169.

Next t-test will be done, where in the table above we can see that t-observed 5.793 and t-table 1,693 can be concluded that $t\text{-}_{obs} > t\text{-}_{table}$ so 5.793 > 1,693. This means that the research hypothesis is Ha accepted, and Ho rejected.

So there is significant effect of Picture Dictation Techniques on the students' ability of listening descriptive text. This means that there are differences in the level of listening ability descriptive texts between students taught in the control class and the experimental class.

4.11
The Summary of Testing Hypothesis

	Students' Listening Ability	
	Picture Dictation Technique	**Conventional Ways**
Mean	$X_1 = 81,19$	$X_2 = 65,47$
Standard Deviation	$S_i = 9,06$	$S_i = 8,50$
Variants	$S^2 = 82,26$	$S^2 = 72,26$

Before testing hypotheses, homogeneity tests of the two data groups are first performed.

$$F = \frac{Greatest\ Variants}{Smallest\ Variants} = \frac{82,26}{72,26} = 1,136$$

The number of samples is 21 then the numerator dk = 21 - 1 = 20 and the denominator dk = 21 - 1 = 20. The F_{-table} value for the numerator dk and the denominator dk 20 is 1.684 and it turns out that the calculated $F_{-count} < F_{-table}$ 1.136 < 1.684 can be concluded that the variance of the two samples is homogeneous.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{81,19 - 65,47}{\sqrt{\frac{82,26}{21} + \frac{72,26}{21}}} = \frac{15,72}{7.359} = 2,136$$

the *t* value is then compared with the value of t_{-table} taken from the distribution table *t* with dk = n1 + n2 - 2 = 21 + 21 = 42 - 2 = 40 with dk 40 = 1,693 then t table is = 1,693 then compare between t_{-obs} with t_{-table}, where t_{-obs} 5.793 > t_{-table} 1.693. Then the hypothesis obtained is that Ho is rejected and Ha is accepted. There are differences in students' listening abilities.

1. **Testing Reliability**

Item Reliability Test Question

The ability of students to listen to descriptive texts

To test the reliability of the test in the form of description, an alpha formula is used stated by Arikunto, namely:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma i^2}{\sigma_t^2}\right)$$

$$\sigma_t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Note:

r11: Reliability sought

Σσi2: Number of variance scores for each item

σt2: Total variance

n: Number of questions

N: Number of respondents

With the test reliability criteria:

a. r11≤0.20 very low reliability
b. 0.20 <r11≤0.40 Low reliability
c. 0.40 <r11≤0.60 moderate reliability
d. 0.60 <r11≤0.80 high reliability
e. 0.80 <r11≤1.00 very high reliability

Then from the results of the data that has been attached that the r_{count} is **0.92** and r_{table} for a = 0.05 and n = 20 *then the value* of r_{table} is **0.423** and it is known that $r_{count} > r_{table}$ then the test is declared reliable, and reliability is very high.

2. Testing Validity

Testing the Validity of Problem Items

Test validity is a measure that shows the validity of the test you want to use. The test is said to be valid if $r_{count} > r_{table}$. From the validity and reliability test data that are attached are summarized in the form of a table as follows:

Table 4.12
The Validity of Each Item's Test

No Items	R- Count	R-Table	Resolution
1	0,717747899	0,423	Valid
2	0,716672686	0,423	Valid
3	0,429794781	0,423	Valid
4	0,717747899	0,423	Valid
5	0,555593872	0,423	Valid
6	0,555593872	0,423	Valid
7	0,717747899	0,423	Valid
8	0,716672686	0,423	Valid
9	0,618183858	0,423	Valid
10	0,555593872	0,423	Valid
11	0,717747899	0,423	Valid
12	0,429794781	0,423	Valid
13	0,554774033	0,423	Valid
14	0,716672686	0,423	Valid
15	0,675405978	0,423	Valid
16	0,554774033	0,423	Valid
17	0,554774033	0,423	Valid
18	0,59243749	0,423	Valid
19	0,554774033	0,423	Valid
20	0,554774033	0,423	Valid

Table 4.13
Difficulty Level of Each Item

No Items	Difficulty Level	Resolution
1	0,85	Easy
2	0,7	Easy
3	0,75	Easy
4	0,85	Easy
5	0,85	Easy
6	0,85	Easy
7	0,85	Easy
8	0,7	Easy
9	0,65	Middle
10	0,85	Easy
11	0,85	Easy
12	0,75	Easy
13	0,9	Easy
14	0,7	Easy
15	0,95	Easy
16	0,9	Easy
17	0,9	Easy
18	0,9	Easy
19	0,9	Easy
20	0,9	Easy

Classification of Test Difficulty Levels

Besar P	Interpretasi
$P < 0{,}30$	Difficult
$0{,}30 \leq P < 0{,}70$	Middle
$P \geq 0{,}70$	Easy

Table 4.14
Different Power of Each Item

No Items	Difficulty Levels	Resolution
1	0,753070169	Very good
2	0,761794361	Very good
3	0,502366455	Good
4	0,753070169	Very good
5	0,606272865	Good
6	0,606272865	Good
7	0,753070169	Very good
8	0,761794361	Very good
9	0,678059235	Good
10	0,606272865	Good
11	0,753070169	Very good
12	0,502366455	Quite good
13	0,597555191	Good
14	0,761794361	Very good
15	0,699873188	Good
16	0,597555191	Good
17	0,597555191	Good
18	0,632499939	Good
19	0,597555191	Good
20	0,597555191	Good

No	Different Power Index	Classification
1	0,0 – 0,19	Bad
2	0,20 – 0,39	Quite Good
3	0,40 - 0,69	Good
4	0,70 – 1,00	Very Good
5	Minus	Not Good

D. Research Finding

After conducting research at SMP Muhammadiyah 58 Sukaramai with the title The Effect of Applying Picture Dictation Technique on the Students' ability in Listening Descriptive Text by comparing the control class and the experimental class. Showing the results of data from the post-test conducted that the class taught by the Picture Dictation Technique in the experimental class has an average value of (X) of 81,190, Variance = 822,619, Standard Deviation (SD) = 90.69, Maximum value = 95, minimum value= 70 with a range of values = 25.

Meanwhile, the results of a control class study using conventional ways show the results of data that students' listening ability can be described as follows: an average score (X) of 65,476, Variance = 722,619 Standard Deviation (SD) = 85.00 Maximum value = 80, value minimum = 55 with a range of values = 25.

Then an independent t-test is performed to see the effect or the amount of difference between the experimental class taught by using the Picture Dictation technique and the control class taught by using conventional ways. Then it can be seen from the results of the t-test is t_{obs} 5.793 and t_{table} 1.693 then it can be concluded that $t_{obs} > t_{table}$ (5.793 > 1.693). This means that in other words there is a difference between the Students' ability to listening descriptive text which is taught using the Picture Dictation Technique and those taught using conventional ways and this means that there is an influence of the Picture Dictation learning technique on the Students' ability to listening descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzing the data, it was found that Picture Dictation Technique significantly effect the students' listening ability, since $t\text{-}_{obs} > t\text{-}_{table}$ can be concluded 5.793 > 1,693 at the level of significance α 0.05, units of Picture Dictation Technique. It means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestion for those who are interested in teaching listening as follow:

1. English teachers are suggested to use Picture Dictation Technique in their teaching learning process in order to improve the students' listening achievement.
2. The students can be more interested in learning English, especially in learning listening descriptive text use Picture Dictation Technique.

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Kind of Text (http://www.slideshare.net/shareein/kinds-of-text, Accessed on April, 10 2019 10.59 WIB)

No.	Respondent	Class	No Items VALIDITY																				Y	Y2
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	REVA WARDONA	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
2	RAFLI SYAHPUTRA	VII A	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	4
3	BREMA HELDIANTO	VII A	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	13	169
4	RASYA DAFFA	VII A	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	14	196
5	VIOLA SYAHNIKA	VII A	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	13	169
6	M. YUSUF RIFAI	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
7	KAMELIA FITRI	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
8	SITI NUR AZIZAH	VII A	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	14	196
9	AMELIA PUTRI	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
10	ANDINI JULIA	VII A	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	8	64
11	ELYKA SALWA	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
12	FIKRI RAMADHAN	VII A	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361
13	MELLA ASWITRI	VII A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19	361
14	ADINDA WARDANI	VII A	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	14	196
15	DELLA AGUSTRIA	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
16	MILLA UTAMI	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
17	AJENG TRIWIDANTI	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
18	M. RENDI RAMADHAN	VII A	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	16	256
19	RIDHO ALAMSYAH	VII A	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	361
20	FAIZ RAMDHANSYAH	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
	ΣX	VII A	17	14	15	17	17	17	17	14	13	17	17	15	18	14	19	18	18	18	18	18	331	5933
	ΣX^2	VII A	17	14	15	17	17	17	17	14	13	17	17	15	18	14	19	18	18	18	18	18		
	ΣXY	VII A	307	265	269	307	302	302	307	265	246	302	307	269	315	265	329	315	315	316	315	315		

No.	Respondent	Class	No Items VALIDITY																		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	K. Product Moment:																					
	N. SXY - (SX)(SY) = A		513	666	415	513	413	413	513	666	617	413	513	415	342	666	291	342	342	362	342	342
	{N. SX2 - (SX)2} = B1		51	84	75	51	51	51	51	84	91	51	51	75	36	84	19	36	36	36	36	36
	{N. SY2 - (SY)2} = B2		9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099	9099
	(B1 x B2)		464049	764316	682425	464049	464049	464049	464049	764316	828009	464049	464049	682425	327564	764316	172881	327564	327564	327564	327564	327564
	Akar (B1 x B2) = C		681.2114	874.2517	826.0902	681.2114	681.2114	681.2114	681.2114	874.2517	909.95	681.2114	681.2114	826.0902	572.3321	874.2517	415.7896	572.3321	572.3321	572.3321	572.3321	572.3321
	rxy = A/C		0.75307	0.761794	0.502366	0.75307	0.606273	0.606273	0.75307	0.761794	0.678059	0.606273	0.75307	0.502366	0.597555	0.761794	0.699873	0.597555	0.597555	0.6325	0.597555	0.597555
	Standart Deviasi (SD):																					
	SDx2=(SX2 - (SX)2/N):(N-1)		0.134211	0.221053	0.197368	0.134211	0.134211	0.134211	0.134211	0.221053	0.239474	0.134211	0.134211	0.197368	0.094737	0.221053	0.05	0.094737	0.094737	0.094737	0.094737	0.094737
	SDx		0.366348	0.470162	0.444262	0.366348	0.366348	0.366348	0.366348	0.470162	0.48936	0.366348	0.366348	0.444262	0.307794	0.470162	0.223607	0.307794	0.307794	0.307794	0.307794	0.307794
	Sdy2= (SY2 - (SY)2/N) : (N– 1)		23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474	23.94474
	Sdy		4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336	4.893336
	Formula Guilfort:																					
	rxy. SDy – SDx = A		3.318678	3.257553	2.013986	3.318678	2.600349	2.600349	3.318678	3.257553	2.828611	2.600349	3.318678	2.013986	2.616245	3.257553	3.201108	2.616245	2.616245	2.787241	2.616245	2.616245
	SDy2 + SDx2 = B1		24.07895	24.16579	24.14211	24.07895	24.07895	24.07895	24.07895	24.16579	24.18421	24.07895	24.07895	24.14211	24.03947	24.16579	23.99474	24.03947	24.03947	24.03947	24.03947	24.03947
	2.rxy.SDy.SDx = B2		2.7	3.505263	2.184211	2.7	2.173684	2.173684	2.7	3.505263	3.247368	2.173684	2.7	2.184211	1.8	3.505263	1.531579	1.8	1.8	1.905263	1.8	1.8
	(B1 – B2)		21.37895	20.66053	21.95789	21.37895	21.90526	21.90526	21.37895	20.66053	20.93684	21.90526	21.37895	21.95789	22.23947	20.66053	22.46316	22.23947	22.23947	22.13421	22.23947	22.23947
	Akar (B1 - B2) = C		4.623737	4.545385	4.685925	4.623737	4.680306	4.680306	4.623737	4.545385	4.575679	4.680306	4.623737	4.685925	4.715875	4.545385	4.739531	4.715875	4.715875	4.704701	4.715875	4.715875
	rpq = A/C		0.717748	0.716673	0.429795	0.717748	0.555594	0.555594	0.717748	0.716673	0.618184	0.555594	0.717748	0.429795	0.554774	0.716673	0.675406	0.554774	0.554774	0.592437	0.554774	0.554774
	r tabel (0.05), N = 20		0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423	0.423
	KEPUTUSAN		VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID
	Varians:																					
	Tx2=(SX2 - (SX)2/N) : N		0.1275	0.21	0.1875	0.1275	0.1275	0.1275	0.1275	0.21	0.2275	0.1275	0.1275	0.1875	0.09	0.21	0.0475	0.09	0.09	0.09	0.09	0.09
	STx2		2.7125																			
	Tt2=(SY2 - (SY)2/N) : N		22.7475																			
	JB/JB-1(1- STx2/Tt2 = (r11)		0.927112																			

The scores of Pre- test and Post- Test of the Experimental Group

No	Students' Initial	Pre- Test	Post- Test
1	AD	60	75
2	AS	50	75
3	DR	60	85
4	FA	55	75
5	FK	75	95
6	ID	80	95
7	IF	65	75
8	KA	60	70
9	MC	70	85
10	MR	45	85
11	MS	60	70
12	RA	75	90
13	RF	55	80
14	RS	75	90
15	SA	55	80
16	SF	45	70
17	SN	70	90
18	SR	65	85
19	SY	70	95
20	UA	60	70
21	WS	60	70
	Total	**1310**	**1705**

The Score of Pre- Test and Post- Test of the Control Group

No	Students' Initial	Pre- Test	Post- Test
1	AM	50	55
2	AR	55	70
3	AY	65	80
4	FS	40	55
5	KA	40	55
6	MA	65	75
7	MH	45	65
8	MM	70	70
9	MP	55	75
10	MR	65	70
11	MZ	45	55
12	ND	70	55
13	OA	40	60
14	PS	55	65
15	RK	40	60
16	RS	55	65
17	SA	45	60
18	SA	65	80
19	SN	45	60
20	SP	60	75
21	WA	40	70
	TOTAL	**1110**	**1375**

LESSON PLAN

CONTROL GROUP

School **: SMP Muhammadiyah 58 Sukaramai**

Class **: VII**

Subject **: English**

Aspect/Skill **: Listening Comprehension**

Topic **: Descriptive Text**

Time Allocation **: 2 x 35 Minutes**

A. Core Competencies

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

KI 4: Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory.

B. Basic Competencies

3.7. Comparing social functions, text structures, and linguistic elements several oral and written descriptive texts by giving and asking for information related to the description of people, animals and objects, very short and simple, according to the context of their use.

4.7. Descriptive Text

4.7.1 Capturing contextually meaning related to social functions, text structure, and elements of oral and written descriptive text, very short and simple, related to people, animals, and objects.

4.7.2 Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and language elements, correctly and in context.

C. Competency Achievement Indicators

1. Demonstrate genuine learning motivation to develop English language skills.
2. Showing honesty, discipline, confidence and responsibility in carrying out transactional communication with teachers and friends.
3. Read descriptive texts about people, animals, object by paying attention to social functions, text structures and linguistic elements correctly and in context.

D. Learning Materials

DESCRIPTIVE TEXT

1) The Function of Social

   Pride, introduce, and identify, praise, criticize, promote, etc.

2) Descriptive text structure:

Identification	This part indentifies the things/person being describe.
Description	The part describes parts, qualities and characteristic (polite, cheerful, helpful, kind, etc)

3) The Structure of Text

Identification – identifies the person being described

I live with my dad.

Description – describes the characteristic

My dad is big. He is spiky, black hair and a moustache. My dad has big, dark eyes. His hobby is playing football. My dad is a great football player. He runs very fast. I love my dad.

4) Language Feature of Descriptive Text

a. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place, funny cat, etc.

b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

c. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

E. Learning Method/ Technique

Listening and Answer Question

F. Media/ Tool/ Source Learning

1. Media : Power point and worksheet
2. Tool : Laptop and Speaker
3. Source : Students' Book *"Practice Your English Competence for SMP/MTs Class VII"*

G. Learning Steps

Activity	Description	Time allocation
Opening Activity	1. Teachers give greeting. 2. Teacher check students' attendance. 3. Teacher communicate with the students and give the questions to material will be taught.	10'
Core Activities	Observing 1. The teacher displays descriptive text examples. 2. The students observe the text carefully. 3. The students identify text content based on text structure. Questioning 1. Students are given questions based on the text displayed by the teacher. 2. Ask students about the meaning and purpose of descriptive text. Exploring 1. Search for information about descriptive text. 2. Collect / record information relating to descriptive text.	10' 10' 15'

	Associating 1. Students are asked to describe other friends and the things environment around the school. 2. Students are distributed worksheets and asked to listen to the audio played by the teacher. 3. Students answer test listening questions based on instructions from the teacher. Communicating 1. Students read the answer that has been equipped with the correct answer.	25’ 10’
Closing Activities	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give the conclusion and feedback on the process and learning outcomes. 3. They all say Hamdallah for closing the lesson.	10’

H. Scoring

$$S = \frac{R}{N} \text{ x } 100\%$$

Where:

S= Score

R= True item which students answer

N= Number of item

Medan, July 2019

Approved by

Guidance Teacher | Researcher

Asral Efendi, S.Pd | Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

LESSON PLAN

EXPERIMENTAL GROUP

School **: SMP Muhammadiyah 58 Sukaramai**

Class **: VII**

Subject **: English**

Aspect/Skill **: Listening Comprehension**

Topic **: Descriptive Text**

Time Allocation **: 2 x 35 Minutes**

A. Core Competencies

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

KI 4: Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory.

B. Basic Competencies

3.7. Comparing social functions, text structures, and linguistic elements several oral and written descriptive texts by giving and asking for information related to the description of people, animals and objects, very short and simple, according to the context of their use.

4.7. Descriptive Text

4.7.1 Capturing contextually meaning related to social functions, text structure, and elements of oral and written descriptive text, very short and simple, related to people, animals, and objects.

C. Competency Achievement Indicators

1. Demonstrate genuine learning motivation to develop English language skills.
2. Showing honesty, discipline, confidence and responsibility in carrying out transactional communication with teachers and friends.
3. Read descriptive texts about people, animals, object by paying attention to social functions, text structures and linguistic elements correctly and in context.

4. Learning Materials

DESCRIPTIVE TEXT

1) The Function of Social

   Pride, introduce, and identify, praise, criticize, promote, etc.

2) Descriptive text structure:

Identification	This part indentifies the things/person being describe.
Description	The part describes parts, qualities and characteristic (polite, cheerful, helpful, kind, etc)

3) The Structure of Text

   Identification – identifies the person being described

   I live with my dad.

Description – describes the characteristic

My dad is big. He is spiky, black hair and a moustache. My dad has big, dark eyes. His hobby is playing football. My dad is a great football player. He runs very fast. I love my dad.

4) Language Feature of Descriptive Text
   a. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place, funny cat, etc.
   b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
   c. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

5. Learning Method/ Technique

Picture Dictation Technique

6. Media/ Tool/ Source Learning

1. Media : Power point and picture
2. Tool : Laptop, speaker/ Tape Record, worksheet
3. Source : Students' Book *"Practice Your English Competence for SMP/MTs Class VII"*

7. Learning Steps

Activity	Description	Time allocation

Opening Activity	1. Teachers give greeting. 2. Teacher check students' attendance. 3. Teacher explain to the students about the material will be taught assisted with technique.	5'
Core Activities	Observing 1. The teacher displays descriptive text examples. 2. The students observe the text carefully. 3. The students identify text content based on text structure. Questioning 1. Students are given questions based on the text displayed by the teacher. 2. Ask students about the meaning and purpose of descriptive text. Exploring 1. Students are given a blank piece of paper by the teacher. 2. The teachers explain about how to use the technique to the students. 3. The teacher asks students to focus on listening to instructions from the teacher. 4. The teacher will dictate or describe a picture that was not previously known by students. 5. Students try to draw what they hear.	10' 10' 20'

	6. Students are asked to show pictures and paste on the board. 7. The teacher shows the student the actual picture. Associating 1. Students are asked to describe other friends and the things environment around the school. 2. The teacher gives a sheet of test listening questions to each student. 3. Students are asked to focus on listening to text from a tape recorder or audio. Communicating 1. The teacher explains the use of the techniques they use during the learning process.	20’ 10’
Closing Activities	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give the conclusion and feedback on the process and learning outcomes. 3. They all say Hamdallah for closing the lesson.	5’

8. Scoring

$$S = \frac{\text{R}}{\text{N}} \text{ x } 100\%$$

Where:

S= Score

R= True item which students answer

N= Number of item

Medan, July 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

Name:
Class:

Test Item
(PRE-TEST)

Part A

Listen carefully to answer the question number 1 – 4.

I have a best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing plastation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like arkan because he is a nice boy. He is polite and helpful.

1. What does Arkan look like?
   A. He is fat and wears a pair of glasses.
   B. He is short with curly hair.
   C. He is tall and thin.
   D. He is fat and short.

2. When does the writer usually play playStation?
   A. In the afternoon from 2 to 4.
   B. After reading books.
   C. In his spare time.
   D. After studying.

3. How old is the writer?
   A. 11 years old.
   B. 12 years old.
   C. 13 years old.
   D. 14 years old.

4. Which statement is TRUE according to the text?
   A. Arkan is a polite boy.
   B. The writer wears glasses.
   C. The writer does not like playing PlayStation.

D. Arkan always plays PlayStation in the evening.

Part B

Listen carefully to answer the question number 5 – 7.

Mr. and Mrs Rahmat have three children, Aisah, Ivan and Firda. Aisah is merried to Ananta and Ivan is merried to Fatimah. Firda is not merried yet. She still studies at a university. The Anantas have two sons. They are twins. Their names are chairul and alim. The ivans only have one daughter. Her name is Salma.

The rahmat family lives in different areas. Mr. and Mrs. Rahmat live in Jakarta., Aisah and ananta live in Palembang, while Ivan and Fatimah live in Makassar. However, the distance is not a problem for them. They can still keep in touch with each other by phone. Once a year, they always gather in Mr. rahmat's house to celebrate Eidul fitri or lebaran day. It is a good time to meet and greet relatives.

5. From the text, we know that Farida . . . . .
   A. Is married to Ananta.
   B. Is still single.
   C. Have two sons.
   D. Is Iva's wife.

6. Aisyah is Salma's . . . . .
   A. Aunt C. Nephew
   B. Niece D. Cousin

7. How many sons-in-law does Mr. Rahmat have?
   A. One C. Three
   B. Two D. Four

Part C

Listen carefully to answer the question number 8 – 10.

My name is Jonathan. I live in Cape Town, South Africa. Let me tell about my daily activities.

I always go to school early in the morning, but I hardly ever go home early because I always go to school and return home on foot. My school is about seven kilometers from my house. The bus fare is too expensive for me.

After school, most of my friends practice African dances, but I cannot join them because I have to help my parents. I must get water from a well and babysit my sisters. I have two sisters. Sometimes, I do my homework in the evening, but at other times I'm too tired to do it.

8. The text mainly discusses . . . . .
   A. Jonathan's activity in the morning.
   B. Jonathan's daily activity.
   C. The expensive bus fares.
   D. Cape town

9. The following statement are true, EXCEPT . . . . .
   A. Jonathan has two sisters.
   B. Jonathan lives in South Africa.
   C. Jonathan always studies in the evening.
   D. Jonathan's school is far from his house.

10. What does Jonathan do after school?
   A. He practices dancing with his friends.
   B. He plays with his friends.
   C. He does his homework.
   D. He helps his parents.

Part D

Listen carefully to answer the question number 11 – 14.

We have a new neighbor, the Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr. Yamamotos works for a mining company in Riau, but his wife stays at home. The Yamamotos have one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, she is my classmate.

I often visit Ako's house. I usually go there in there in the afternoon. Ako and I like to study together. Sometimes, I go to her house to have a nice chat. I teach her Indonesian. I also love to hear about Japan from her. I dream about going there someday. Ako is a nice girl. She often shows me some photographs of her family.

11. What does Mr. Yamamoto do?
    A. He is mining worker.
    B. He is a housewife.
    C. He is a teacher.
    D. He is a student.

12. Where does Mr. Yamamoto work?
    A. In a housing area in Riau
    B. In a mining company.
    C. In Tokyo, Japan.
    D. At home.

13. How long have the Yamamoto stayed in Indonesia?
    A. 1 year. C. 3 weeks.
    B. 2 years. D. 2 months.

14. What does the writer dream of?
    A. Working in a mining company.
    B. Having a nice friend like Ako.
    C. Visiting Japan someday.
    D. Going to Riau someday.

Part E

Listen and complete the text carefully to answer the question number 15 – 17.

Today is my birthday. I get special (15)….. from my mother. It is an electric guitar. The body of the guitar is red, while the handle is light brown. The guitar is a bit heavy, but that's okay. The guitar is (16)….. wood. The (17)….. is so smooth and shiny. The strings are also very nice and strong. I'm so proud of my new guitar.

15. A. Reward
    B. Presentation
    C. Present
    D. Word

16. A. Made of
    B. Looked
    C. Fond of
    D. The same as

17. A. Sound
    B. Price
    C. Surface
    D. Problem

Part F

Listen and complete the text carefully to answer the question number 18 – 20.

Hello! My name is Zahra. I'm a (18)….. I work in a laboratory. I wear a white lab coat, rubber gloves and a hat to cover my (19) ….. sometimes, I wear goggles to protect my eyes and a mask to (20)….. my mouth and nose.

18. A. Journalist
    B. Scientist
    C. Cook
    D. Teacher

19. A. Hair
    B. Eyes
    C. Face
    D. Hands

20. A. Open
    B. Stay
    C. See
    D. Cover

Name :

Class :

Test Item
(POST – TEST)

Part A

Listen carefully to answer the question number 1 – 3.

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.

My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

1. What does the text tell us about?
   A. The backpack's material.
   B. The part of the backpack.
   C. The writer's new backpack.
   D. The writer's favorite colour.

2. How many parts does the backpack have?
   A. One part. C. Three parts.
   B. Two parts. D. Four parts.

3. Where does the writer put his bottle of water?
   In the …. part of the backpack.
   A. First C. Third
   B. Second D. Fourth

Part B

Listen carefully to answer the question number 4 – 7.

Let me tell about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bedcover and a warm blanket on my bed. On the right side of my bed, there is wardrobe. I put my clothes in it. On the left side of my bed, there is

bookshelf. I put my books there. There is a table and chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It will wake up in the morning.

4. The text mainly tells us about….
   A. The furniture in the writer's bedroom.
   B. The kinds of furniture in a bedroom.
   C. The bed in the writer's bedroom.
   D. The writer's bedroom.

5. What is the bed like?
   A. A cozy wooden bed.
   B. In the center of the room.
   C. Nice and large.
   D. Small but nice.

6. Where is the location of the desk lamp?
   A. On the table.
   B. Next to the bed.
   C. Next to the table.
   D. Behind the alarm clock.

7. What is the alarm clock for?
   A. To give information about the weather.
   B. To wake the writer up in the morning.
   C. To make the writer sleep.
   D. To tell the time to sleep.

Part C

Listen carefully to answer the question number 8 – 10.

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat. I love him so much.

‘ Milo has long moustaches and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy us a yarn. He likes to roll a yarn

and then chase it. Once he catch it, he throws it from one of his front legs to the other one. At night, he always sleeps with me.

8. The writer's …. Is a cat.
   A. Pet C. Friend
   B. Food D. Guard

9. How many gradations of color does the cat have?
   A. One C. Three
   B. Two D. Four

10. What is the text about?
    A. Instructions to have a cat.
    B. A description of general cats.
    C. A description of the writer's cat.
    D. A story about a cat's adventure.

Part D

Listen carefully to answer the question number 11 – 14.

Ayu Okvitawanli is one of people recorder in MURI *(Museum Rekor Indonesia).* Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius Itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading every much. Her favorite subjects are science, maths, and English. Her favorite writers are N.H. Dini, J.K. Rowling and queen of detective stories, Agatha Chistie. Now, she is 13 years old and she is the first years at SMP Penabur, Jakarta.

11. Ayu is recorder in MURI because…..
    A. She is a youngest novelist in Indonesia.
    B. She is a student at SMP Penabur.
    C. She is a fan of N.H Dini.
    D. She is likes Science.

12. What does Ayu's novel tell about?
    A. Science in murders.
    B. Mysterious murders.

C. The mystery of a novel.

D. The youngest novelist.

13. What subjects does Ayu like?

A. Math.

B. English

C. Math and English.

D. Math, English and Science.

14. How many writers does Ayu likes?

A. One C. Three

B. Two D. Four

Part E

Listen carefully to answer the question number 15 – 17.

The man works when we sleep at night. He uses a big telescope to help him. He is Taufiq Hidayat. He is an astronomer.

From Monday to Saturday, Taufiq goes to Bosscha Observatory, Lembang. He uses big a telescope and a computer to observe the stars. Then, he uses maths and physics to create theories.

15. What does Taufiq Hidayat do?

A. He is a math teacher.

B. He is an astronomer.

C. He is an astronaut.

D. He is a pilot.

16. Where does he work?

A. At Bosscha Observatory, Lembang.

B. In outer space.

C. At a laboratory.

D. On the Moon.

17. What does he need in doing his job?

A. A healthy physical condition.

B. A telescope and a computer.

C. Some astronomers.

D. A big laboratory.

Part F

Listen and complete the text carefully to answer the question number 18 – 20.

I want to describe my father. He is about forty-five years old. He is about 170 cm (18)….. He has a round face and short, black hair. He has big eyes and a flat nose. My father likes doing sports, especially (19)…… His favorite is Tae Kwon Do. He has a red belt.

My father usually helps me when I find (20)…… in doing my homework. He is also nice to my friends. My father is my idol.

18. A. Short
    B. Thin
    C. Fat
    D. Tall

19. A. Running
    B. Wrestling
    C. Martial arts
    D. Water sport

20. A. Bonuses
    B. Trouble
    C. Information
    D. Stories

ANSWER KEY

(PRE-TEST)

1. A
2. A
3. C
4. A
5. B
6. D
7. B
8. B
9. D
10. D
11. A
12. B
13. C
14. C
15. C
16. A
17. A
18. C
19. A
20. D

ANSWER KEY

(POST - TEST)

1. B
2. C
3. C
4. B
5. C
6. A
7. B
8. A
9. B
10. C
11. A
12. B
13. D
14. C
15. B
16. A
17. B
18. D
19. A
20. B

The Attendance List of the Control Group

For Pre – Test

No	Name	Signature
1	SALWA AZZURA SIREGAR	1
2	Cindy ameiia	2
3	SIGIT AHMAD HARYADI	3
4	WIRDA APRILLIYA HSB	4
5	SITI NURANIDA SABRINA	5
6	AULIA MAHARDika	6
7	FIKA syahfaiRi	7
8	Mutiara Ayumi Kesya	8
9	Raisya kaila Ramadhani	9
10	Akhi Rullah	10
11	M. ADE YAFIZHAMLBS	11
12	muhammad Randi	12
13	MUHAMMAD ZIKRI	13
14	Noval DEAN FAHREZI	14
15	Puricon	15
16	Ovan Afandi SPG	16
17	SUCI PRATIWI	17
18	Icaka Aditiya	18
19	M. Miftahur Rizky	19
20	Raihan Sahgriah	20
21	MIFTAH HUJJANAH	21

Medan, 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

The Attendance List of the Control Group

For Post – Test

No	Name	Signature
1	[illegible]	1
2	Cindy amelia	2
3	SIGIT AHMAD HARYADI	3
4	WIDDA APRILLISTH HSB	4
5	SITI NURANIDA SABRINA	5
6	Aulia Mahardika	6
7	FIKA syahrani	7
8	Mutiara Ayumi Kesya	8
9	Raisya Faila Ramadhani	9
10	[illegible]	10
11	MIADE YAFIZHAM LBS	11
12	muhammad Randi	12
13	muhammad zikri	13
14	Noval Dean Fahrezi	14
15	Purkan	15
16	Oscar RAFANDI SRG	16
17	Suci PRATIWI	17
18	Kaka Aditiya	18
19	M. Miftahur Rizky	19
20	Raihan Sabaniah	20
21	MIFTAH HUSNAYAH	21

Medan, 2019

Approved by

Guidance Teacher

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Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

The Attendance List of the Control Group

No	Nama Siswa	Signature			
		I	II	III	IV
1.	Aulia Maharpika				
2.	Cindy Amelia				
3.	Fika Syahfitri				
4.	Kaka Aditiya				
5.	Mutiara Ayumi				
6.	M. Miftahur Rizky				
7.	M. Randi				
8.	M. Zikri				
9.	Miftah Huijannah				
10.	Noval Dean Fahrezi				
11.	Ovan Afandi				
12.	Raisya Kaila				
13.	Raihan Sabania				
14.	Purkant				
15.	Akbi Rullah				
16.	Salwa Azura				
17.	Sigit Ahmad				
18.	Siti Nuranida				
19.	Wirda Arriniya				
20.	Suci Pratiwi				
21.	M. Ade Yafizham				

Medan, 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

SMP SWASTA MUHAMMADIYAH SUKARAMAI MEDAN

Dewi Zahara, S.Pd

The Attendance List of the Experimental Group

For Pre – Test

No	Name	Signature
1	M. SOFKANO	1
2	RISKYAIFIJANSYAH	2
3	muhamad kiswa	3
4	Muhammad ILHAM	4
5	Muhammad RANDRA	5
6	VIKI AMRI Harahap	6
7	ayu deswira akhirani	7
8	REFFI FEBRIyanti Salim	8
9	Sindy Novita. S	9
10	Siti Fatimah	10
11	SALSA YUNIARTI	11
12	ISNIQA Dwi TANIA	12
13	ADHITYA SYAHPUTRA	13
14	SASTRA ADI GUNA	14
15	MUHAMMAD RASID	15
16	Wulan Syahputri	16
17	Divia Rullyawan Putri	17
18	Riska Syahfitri	18
19	FAHRIL AZIG	19
20	Syafira Rawadhani	20
21	FAZRA KHAIRANI	21

Medan, 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

The Attendance List of the Experimental Group

For Post – Test

No	Name	Signature
1	M.SoEkarno	1
2	RiSKYAIFiJnSYJh	2
3	muhaD KiSWA akbar	3
4	Muhammad iLHAM	4 ilham
5	Muhammad CANDRA	5
6	Uul AMRi Harahar	6
7	ayu deswiTa akhirani	7
8	REFFi FEBRiyanti salim	8
9	Sindy Novita.S	9
10	Siti Fatimah	10
11	SALSA Yuniarti	11
12	ISMiAA DWi TANiA	12
13	ADHiTYA SYAHPUTRA	13
14	SASTRA ADI GUNA	14
15	MUHAMMAD RASiD	15
16	Wulan Syahputri	16
17	Diva Rillyawan Putri	17
18	Riska Syahfitri	18
19	FAHRiL AZiS	19
20	Syafira Ramadhani	20
21	FAZRA KHAIRANI	21

Medan, 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Desri Zahara, S.Pd

The Attendance List of the Experimental Group

No	Nama Siswa	Signature			
		I	II	III	IV
1.	Adhitya Syahputra				
2.	Ayu Deswita				
3.	Diva Rillyawan				
4.	Fahril Azis				
5.	Fazra Khairani				
6.	Ishiqa Dwi Tania				
7.	M. Ilham Firmansyah				
8.	M. Kiswa Akbar				
9.	Muhammad Chandra				
10.	Muhammad Rasyid				
11.	Muhammad Soekarno				
12.	Reffi Febrianti				
13.	Riska Syahfitri				
14.	Risky Alfiansyah				
15.	Salsa Yuniarti				
16.	Sastra Adi Guna				
17.	Sindy Novita				
18.	Siti Fatimah				
19.	Syafira Ramadhani				
20.	Ulil Amri Hrp				
21.	Wulan Syahputi				

Medan, 2019

Approved by

Guidance Teacher

Asral Efendi, S.Pd

Researcher

Emma Kurniawati

Known by Headmaster of
SMP Muhammadiyah 58 Sukaramai

Dewi Zahara, S.Pd

Name : Rista Syahfitri
Class : VIII A

POST - TEST

Part A

Listen carefully to answer the question number 1 – 3.

1. What does the text tell us about?
   A. The backpack's material.
   B. The part of the backpack.
   C. The writer's new backpack.
   D. The writer's favorite colour.

2. How many parts does the backpack have?
   A. One part.
   B. Two parts.
   C. Three parts.
   D. Four parts.

3. Where does the writer put his bottle of water?
   In the …. part of the backpack.
   A. First
   B. Second
   C. Third
   D. Fourth

Part B

Listen carefully to answer the question number 4 – 7.

4. The text mainly tells us about….
   A. The furniture in the writer's bedroom.
   B. The kinds of furniture in a bedroom.
   C. The bed in the writer's bedroom.
   D. The writer's bedroom.

5. What is the bed like?
   A. A cozy wooden bed.
   B. In the center of the room.
   C. Nice and large.

D. Small but nice.

6. Where is the location of the desk lamp?
   A. On the table.
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7. What is the alarm clock for?
   A. To give information about the weather.
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   C. To make the writer sleep.
   D. To tell the time to sleep.

Part C

Listen carefully to answer the question number 8 – 10.

8. The writer's …. Is a cat.
   A. Pet C. Friend
   B. Food D. Guard

9. How many gradations of color does the cat have?
   A. One C. Three
   B. Two D. Four

10. What is the text about?
   A. Instructions to have a cat.
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Listen carefully to answer the question number 11 – 14.

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   A. She is a youngest novelist in Indonesia.
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C. Math and English.
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Part E

Listen carefully to answer the question number 15 – 17.

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A. At Bosscha Observatory, Lembang.
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17. What does he need in doing his job?

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Listen and complete the text carefully to answer the question number 18 – 20.

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My father usually helps me when I find (20)…… in doing my homework. He is also nice to my friends. My father is my idol.

18. A. Short
    B. Thin
    C. Fat
    D. Tall

19. A. Running
    B. Wrestling
    C. Martial arts
    D. Water sport

20. A. Bonuses
    B. Trouble
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NAME : Rista Syahfitri
CLASS : VII A

75

PRE-TEST

Part A

Listen carefully to answer the question number 1 – 4.

1. What does Arkan look like?
   A. He is fat and wears a pair of glasses.
   B. He is short with curly hair.
   C. He is tall and thin.
   D. He is fat and short.

2. When does the writer usually play playStation?
   A. In the afternoon from 2 to 4.
   B. After reading books.
   C. In his spare time.
   D. After studying.

3. How old is the writer?
   A. 11 years old.
   B. 12 years old.
   C. 13 years old.
   D. 14 years old.

4. Which statement is TRUE according to the text?
   A. Arkan is a polite boy.
   B. The writer wears glasses.
   C. The writer does not like playing PlayStation.
   D. Arkan always plays PlayStation in the evening.

Part B

Listen carefully to answer the question number 5 – 7.

5. From the text, we know that Farida . . . . .
   A. Is married to Ananta.

B. Is still single.

C. Have two sons.

D. Is Iva's wife.

6. Aisyah is Salma's . . . . .

A. Aunt
B. Niece
C. Nephew
D. Cousin

7. How many sons-in-law does Mr. Rahmat have?

A. One
B. Two
C. Three
D. Four

Part C

Listen carefully to answer the question number 8 – 10.

8. The text mainly discusses . . . . .

A. Jonathan's activity in the morning.
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9. The following statement are true, EXCEPT . . . . .

A. Jonathan has two sisters.
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C. Jonathan always studies in the evening.
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B. He plays with his friends.
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D. He helps his parents.

Part D

Listen carefully to answer the question number 11 – 14.

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A. He is mining worker.

B. He is a housewife.

C. He is a teacher.

D. He is a student.

12. Where does Mr. Yamamoto work?

A. In a housing area in Riau

B. In a mining company.

C. In Tokyo, Japan.

D. At home.

13. How long have the Yamamoto stayed in Indonesia?

A. 1 year.

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D. Word

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    B. Looked
    C. Fond of
    D. The same as

17. A. Sound
    B. Price
    C. Surface
    D. Problem

Part F

Listen and complete the text carefully to answer the question number 18 – 20.

Hello! My name is Zahra. I'm a (18)….. I work in a laboratory. I wear a white lab coat, rubber gloves and a hat to cover my (19) ….. sometimes, I wear goggles to protect my eyes and a mask to (20)….. my mouth and nose.

18. A. Journalist
    B. Scientist
    C. Cook
    D. Teacher

19. A. Hair
    B. Eyes
    C. Face
    D. Hands

20. A. Open
    B. Stay
    C. See
    D. Cover

NAME : Risky Alfiansyah
CLASS : VII A

90

POST - TEST

Part A

Listen carefully to answer the question number 1 – 3.

1. What does the text tell us about?
   A. The backpack's material.
   B. The part of the backpack.
   C. The writer's new backpack.
   D. The writer's favorite colour.

2. How many parts does the backpack have?
   A. One part.
   C. Three parts.
   B. Two parts.
   D. Four parts.

3. Where does the writer put his bottle of water?
   In the …. part of the backpack.
   A. First
   C. Third
   B. Second
   D. Fourth

Part B

Listen carefully to answer the question number 4 – 7.

4. The text mainly tells us about….
   A. The furniture in the writer's bedroom.
   B. The kinds of furniture in a bedroom.
   C. The bed in the writer's bedroom.
   D. The writer's bedroom.

5. What is the bed like?
   A. A cozy wooden bed.
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6. Where is the location of the desk lamp?

A. On the table.

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Listen carefully to answer the question number 8 – 10.

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10. What is the text about?

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Part D

Listen carefully to answer the question number 11 – 14.

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A. She is a youngest novelist in Indonesia.

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NAME : Risky Alfianugh
CLASS : VII A

75

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Hello! My name is Zahra. I'm a (18)….. I work in a laboratory. I wear a white lab coat, rubber gloves and a hat to cover my (19) ….. sometimes, I wear goggles to protect my eyes and a mask to (20)….. my mouth and nose.

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    C. Face
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NAME : Risky Alfiansyah
CLASS : VII A

90

POST - TEST

Part A

Listen carefully to answer the question number 1 – 3.

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D. Stories

NAME : fazra khairani
CLASS : VII^A

95

POST - TEST

Part A

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NAME : fazza khairani
CLASS : VII A

75

PRE-TEST

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    (D.) Hands

20. A. Open
    B. Stay
    C. See
    (D.) Cover

DOCUMENTATION OF RESEARCH

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth. Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Emma Kurniawati
NPM : 1502050177
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK=3,57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text	
	Public Signs in the Selected Places of Medan : A Study on the Linguistic Landscape	
	An Analysis Thematic Structure in the Article of Daily Jakarta Post	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 08 Maret 2019
Hormat Pemohon,

Emma Kurniawati

Keterangan:
Dibuat rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Emma Kurniawati
NPM : 1502050177
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Imelda Darmayanti Manurung, SS, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 12 April 2019
Hormat Pemohon,

Emma Kurniawati

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 871 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama	: Emma Kurniawati
N P M	: 1502050177
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text.
Pembimbing	: Imelda Darmayanti M, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 10 Sya'ban 1440 H
15 April 2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Emma Kurniawati
N.P.M : 1502050177
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
17/4 19	Background of study	
22/4 19	problem, scope & limitation	
25/4 19	Theories	
29/4 19	theories relevant study & Conceptual framework	
9/5 19	Method of research, pop & sample	
11/5 19	Tech of collect, analyzing, instrument	
13/5 19	Reference, appendicy	
14/5 19	acc	

Medan, 14 Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Imelda Darmayanti Manurung, SS, M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	: Emma Kurniawati
N.P.M	: 1502050177
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text

Sudah layak diseminarkan.

Medan, 14 Mei 2019

Disetujui oleh
Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat ..... Tanggal 17 Bulan 05 Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Emma Kurniawati
N.P.M : 1502050177
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Picture Dictation Technique on the Students' Ability in Listening Descriptive Text

No	Masukan dan Saran
Judul	Consider to be revised
Bab I	Background
Bab II	✓
Bab III	✓
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [√] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rini Erayah, SS, MA)

Dosen Pembimbing

(Imelda Darmayanti Manurung, SS, M.Hum.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Emma Kurniawati

N.P.M : 1502050177

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Picture Dictation Technique on Students' Ability in Listening Descriptive Text

Pada Jum'at, tanggal 17 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
Rini Ekayati, SS, MA	Imelda Darmayanti Manurung, SS, M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Emma Kurniawati
N.P.M : 1502050177
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Picture Dictation Technique on Students' Ability in Listening Descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 17 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Unggul | Cerdas | Terpercaya
Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30
Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	: Emma Kurniawati
N.P.M	: 1502050177
Prog. Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Applying Picture Dictation Technique on Students' Ability in Listening Descriptive Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong ***Plagiat***.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019
Hormat saya
Yang membuat pernyataan,

Emma Kurniawati

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

UMSU
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 4471 /II.3/UMSU-02/F/2019 Medan, 29 Syawal 1440 H
Lamp : --- 03 Juli 2019 M
H a l : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 58 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Emma Kurniawati
N P M	:	1502050177
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitia	:	The Effect of Applying Picture Dictation Technique on Students' Ability in Listening Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH SUKARAMAI MEDAN
NO.I.P. : 420/8931.PPD/2014 NSS : 204076001442 AKREDITAS : B
ALAMAT : Jl. Denai Gg. Doa No. 16 Kel. Tegal Sari I KP. 20216 Kec. Medan Area Kota Medan
TELP. (061) 7348945

Nomor : 284/ SMP-MS / IV.4.AU / F / 2019
Lamp : -
Hal : Surat Keterangan

Medan, 26 Agustus 2019

Kepada Yth,

Bapak Dekan Fak. FKIP UMSU

di –
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Kepala SMP Muhammadiyah Sukaramai Medan dengan ini menerangkan bahwa Saudara yang tersebut di bawah ini :

N a m a	:	**Emma Kurniawati**
N P M	:	**1502050177**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Penelitian	:	**"The Effect of Applying Picture Dictation Technique on Student' Ability in Listening Descriptive Text".**

Dengan ini dapat kami jelaskan bahwa saudara tersebut di atas benar telah selesai melakukan Riset/Penelitian di SMP Muhammadiyah 58 Medan dari tanggal 15 Juli s/d 26 Agustus 2019 dengan baik.

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum warahmatullahi wabarakatuh

Medan, 26 Agustus 2019
Kepala SMP Muhammadiyah 58 Medan

DEWI ZAHARA, S.Pd

@Arsip

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Emma Kurniawati
N.P.M : 1502050177
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Picture Dictation Technique on The Students' Ability in Listening Descriptive Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
9/7 19	- Revised Ch. 1, 2, 3 - Instrument of Research		
30/8 19	Raw Data		
4/9 19	Validity & Reliability		
7/9 19	- Effect Size & Testing Hypothesis - Finding		
10/9 19	- Finding - Conclusion & Suggestion		
12/9 19	- acknowledgment - abstract - Reference		
16/9/19	acc		

Medan, 16 September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum

UMSU
Unggul | Cerdas | Terpercaya

CURRICULUM VITAE

1. PERSONAL DETAILS

- Name : Emma Kurniawati
- Place, Date of Birth : Patumbak, March 04, 1998
- Gender : Female
- Religious : Moeslem
- Nationality : Indonesia
- Mobile : 0812-1942-2423
- Alamat Lengkap : Jl. Pertahanan Patumbak II Psr V Dsn VI
- Email : kurniaemma98@gmail.com

2. EDUCATIONAL BACKGROUND

- 2003 – 2009 : Elementary School 23 Patumbak
- 2009 – 2012 : State Madrasah Tsanawiyah of 1 Medan
- 2012 – 2015 : Private Senior High School of Harapan Mandiri Medan
- 2015 – Present (until now) : University of Muhammadiyah Sumatera Utara

Medan, 25 September 2019

Emma Kurniawati