CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is an essential skill in language learning, serving as the foundation for effective communication. In English language education, developing listening skills is crucial as it helps learners comprehend spoken language, follow instructions, and engage in conversations. Listening activities allow students to immerse themselves in the target language, improving their ability to recognize sounds, intonation, and pronunciation. According to Brown (2018), listening is often the first step in language acquisition, forming the basis upon which other language skills are built. Without strong listening abilities, learners may struggle to understand spoken English, limiting their ability to participate fully in communication.

To enhance listening skills, various strategies can be employed by both educators and learners. One effective strategy is task-based language teaching (TBLT), which emphasizes using language as a tool to complete meaningful tasks. TBLT listening activities require students to actively process the language they hear, encouraging them to focus on comprehension rather than passive hearing. According to Ellis (2017), TBLT promotes active engagement with the language and helps learners practice listening in real-world contexts. Additionally, listening strategies like predicting content, identifying key points, and note-taking enable students to become more effective listeners and develop better comprehension skills.

Incorporating listening strategies into language lessons also requires careful planning and selection of materials. For example, short texts or dialogues that reflect everyday conversations can be used to simulate authentic listening experiences. According to Vandergrift (2019), educators should tailor listening exercises to the learners' proficiency levels and ensure that the content is both challenging and accessible. Listening exercises, such as identifying specific information or summarizing what was heard, can guide learners in refining their listening skills while keeping them engaged in the learning process. These exercises not only enhance comprehension but also build students' confidence in their listening abilities.

Error dictation is a specific strategy that combines listening with language correction, offering an interactive approach to improving language skills. In an error dictation exercise, students listen to a passage read aloud and are required to identify and correct any errors in the text. According to Agustina (2018), this practice encourages active listening and sharpens learners' attention to detail. Error dictation is particularly beneficial in English language education as it allows learners to recognize and correct their own mistakes, whether related to grammar, vocabulary, or sentence structure.

When implementing error dictation in the classroom, short texts are often utilized to make the activity more focused and manageable. According to Fadhli (2019), using concise texts helps maintain students' attention and allows educators to pinpoint specific linguistic issues. Short texts also enable a more thorough of errors, facilitating targeted feedback and correction. Additionally,

short texts can be adapted to various proficiency levels, making them an effective tool for both beginner and advanced learners. Through error dictation, students develop a greater awareness of common language pitfalls and gain the skills needed to self-correct.

However, the success of error dictation depends on student engagement and participation. Some learners may hesitate to actively engage in identifying and correcting errors due to a lack of confidence or fear of making mistakes. According to Sucharitrak (2021), creating a supportive and encouraging learning environment is key to fostering active participation in error dictation exercises. By promoting a positive attitude toward mistakes and emphasizing that errors are part of the learning process, educators can motivate students to take an active role in their language development. This helps reduce the anxiety associated with making mistakes and encourages learners to focus on improvement.
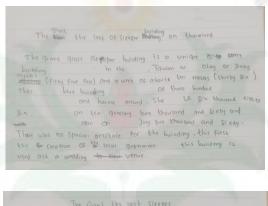
Therefore, error dictation can be seamlessly integrated into the broader curriculum when used strategically. According to Ratnaningsih (2019), careful planning is required to ensure that error dictation activities align with other learning objectives and complement the overall language instruction. This method allows educators to efficiently address common language issues while simultaneously developing students' listening and comprehension skills. By balancing error dictation with other instructional methods, educators can create a well-rounded language learning experience that promotes both accuracy and fluency.

Based on observations, errors encountered in error dictation using short texts at SMA Negeri 11 Medan might vary across different aspects of language learning. These errors include grammatical mistakes such as incorrect verb conjugations, misuse of prepositions, or tense inconsistencies. For example, students often used the wrong form of verbs when trying to match them with the subject, or they struggled to apply the correct tense, resulting in confusion between past, present, and future tenses.

Based on the initial observation, several dictation errors made by students in their English class were identified. For instance, students wrote "the jayen" instead of "the Giant," "sleeper" or "sleept" instead of "slipper," "last" instead of "glass," and "yunik" instead of "unique." These errors indicate that students are struggling with correctly recognizing and spelling English vocabulary. The phonetic similarities between the incorrect and correct words suggest that students are trying to write words based on how they sound rather than how they are spelled, which often leads to errors when they are not familiar with the correct spelling. This issue is further compounded by the fact that English is not their first language, making the acquisition of accurate spelling even more challenging.

Moreover, these errors reflect a broader issue of limited vocabulary knowledge among the students. The mistakes suggest that students may have a basic understanding of how words sound but lack sufficient exposure to or practice with the correct spelling of these words. This limitation can hinder their overall language development, as a strong vocabulary foundation is crucial for mastering reading, writing, and comprehension skills. It is essential to address

these gaps through targeted vocabulary instruction and increased opportunities for students to engage with written English in various contexts. By expanding their vocabulary and familiarizing them with the correct spelling and pronunciation of words, students will be better equipped to accurately convey their thoughts in both spoken and written English.
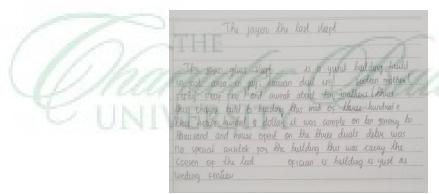

Figure 1. 1 First Observation

In addition to grammatical errors, vocabulary-related mistakes were also common, such as choosing inappropriate words or misspelling common terms. Students sometimes selected words that were either contextually incorrect or simply misspelled. These vocabulary errors hindered the clarity of the message they were trying to convey. For instance, a frequent mistake involved using "their" instead of "there," reflecting both spelling and contextual confusion.

Furthermore, issues related to sentence structure, including problems with subject-verb agreement or sentence fragments, also arose during the error dictation exercises. Many students struggled to construct complete sentences, often leaving out essential components, such as subjects or verbs, which resulted in fragmented sentences. These structural errors reflect challenges in mastering the rules of English sentence formation.

The observations indicate that these errors were not uniform but varied based on the students' proficiency levels. Higher-level students might struggle more with subtle grammar and vocabulary nuances, while lower-level students might make more basic spelling or structure errors. These patterns highlight the diverse linguistic challenges students face while learning English.

Photographic evidence of student work during the dictation exercises further illustrates these common errors. Images of written responses show a range of mistakes that reflect the kinds of challenges students face, providing concrete examples of how students processed the dictation and where they faltered in their language application. These observations, along with documented examples,

underscore the need for targeted interventions to help students overcome these recurring issues.

According to Silalahi & Pratiwi (2021), beginners might struggle more with fundamental grammar rules or basic vocabulary, while intermediate or advanced learners could exhibit errors related to more complex sentence structures, nuanced vocabulary usage, or subtleties in grammar (2021). Identifying these patterns can assist educators in tailoring their teaching methods to address the specific needs of students at different proficiency levels, ensuring a more targeted and effective approach to error correction and language improvement.

The choice of the title "Student Dictation Error in Short Text by The Tenth Grade at SMA Negeri 11 Medan" is rooted in several strong reasons. First, it underscores the importance of understanding and evaluating the effectiveness of a particular pedagogical approach—error dictation using short texts—in the context of a particular educational institution, SMA Negeri 11 Medan. This title suggests a focused   that aims to comprehensively examine the mistakes students make when carrying out this learning activity.

In previous studies, the use of dictation as a teaching strategy has shown significant potential in enhancing both listening and writing skills in English language education. Cika Yunarwansa Putri (2021) investigated the effectiveness of the Running Dictation Strategy in teaching listening and found that this interactive method engages students in active listening, encouraging both teamwork and attention to detail. Similarly, Aslamiah (2021) explored the use of the dictation method to improve listening skills, concluding that the activity helps

students sharpen their comprehension by requiring them to accurately process and transcribe spoken words, thus improving their overall English listening abilities.

In the context of writing instruction, Nada Nabila (2023) and Aryuni (2022) examined the application of dictation in teaching writing at the high school level. Both studies found that dictation promotes accuracy and fluency in students' writing by encouraging careful attention to language structure and grammar. Arif Trianto (2020) further emphasized the effectiveness of dictation in teaching writing, showing that students who engage in regular dictation exercises display marked improvements in both their spelling and sentence construction. These studies highlight that dictation is not only useful for enhancing listening but also plays a crucial role in developing writing proficiency across various educational settings.

The main differences between the previous studies and the current research titled "Student Dictation Error in Short Text by the Tenth Grade at SMA Negeri 11 Medan" lie in the focus and methodology. While the studies by Cika Yunarwansa Putri (2021), Nada Nabila (2023), Aryuni (2022), and Arif Trianto (2020) explored the use of dictation strategies to enhance listening or writing skills, this research specifically examines the kinds and frequencies of errors made by students during dictation exercises using short texts. This research takes a diagnostic approach, aiming to understand the patterns of mistakes and the challenges faced by students in dictation activities.

Moreover, this study is distinct in its setting and target group, focusing on tenth-grade students at SMA Negeri 11 Medan and employing short texts for

dictation. This allows for a more concentrated of error patterns. In contrast, the previous studies primarily focused on the effectiveness of dictation as a teaching method without a structured emphasis on error. Therefore, this research contributes to the literature by providing insights into the specific kinds of dictation errors and offering potential pedagogical recommendations for addressing these challenges in a classroom context.

The highlights the importance of error as a means of gaining insight into students' language learning challenges. By checking for mistakes made during error dictation practice, educators can pinpoint linguistic problems that frequently occur among students. This can reveal common patterns or misunderstandings in grammar, vocabulary, or sentence structure that hinder students' progress in language acquisition.

Additionally, this title implies an intention to provide valuable insights and recommendations for improving learning. In-depth of students' errors in dictation errors using short texts can pave the way for tailored interventions. Educators can design targeted strategies to overcome specific linguistic deficiencies, improve teaching methodologies, and create more effective learning experiences. Ultimately, the goal is to use this as a basis for improving the teaching and learning process at SMA Negeri 11 Medan, there by encouraging better language proficiency outcomes among its students.

Based on the background of study, the writer interest to write of "Student Dictation Error in Short Text by The Tenth Grade at SMA Negeri 11 Medan."

B. The Problem of the Study

According to Mulyani & Aulia (2019), the problem of study is the statement or identification of the issue, challenge, or problem that will be investigated in the research (2019). Based on the problem, the research questions can be included as below:

1. What kinds of errors made by students in dictation using short text at SMA Negeri 11 Medan?

2 What causes of errors made by students in dictation using short text at SMA Negeri 11 Medan?

C. The Scope of the Study

According to Mulyani & Aulia (2019), the scope of study refers to the defined boundaries and extent of research, encompassing the parameters and variables to be investigated in order to achieve the objectives of study (2019). The scope of study encompasses a comprehensive of error dictation using short texts among st udents at SMA Negeri 11 Medan. This includes identifying and categorizing errors in grammar, vocabulary, and sentence structure encountered during these exercises.

1. To analyse several kinds of dictation errors in dictation exercises carried out on students at SMA Negeri 11 Medan.

2. To elaborate several causes of error that students made in dictation in dictation exercises at SMA Negeri 11 Medan.

D. The Objectives of the Study

According to Henriksson (2021), the objectives of study are the specific goals or aims that the research seeks to achieve, providing a clear direction for the investigation (2021). Based on the the problem of study, objectives of study can be included as below:

1. To describes of the common errors made by students at SMA Negeri 11 Medan during dictation exercises.

2. To analyze error dictation activities using short texts inform targeted pedagogical strategies to improve English language proficiency among students at SMA Negeri 11 Medan.

E. The Significances of the Study

According to Mulyani & Aulia (2019), the problem of study is the statement or identification of the issue, challenge, or problem that will be investigated in the research (2019). In this study, there are some significance of study such as:

1. Theoritical Significance

The theoretical significance of this research lies in its contribution to our understanding of the challenges of learning English among students at SMA Negeri 11 Medan. By analyzing errors in error dictation exercises using short text of descriptive text, this research can provide in-depth insight into frequently occurring error patterns and how they differ between language proficiency levels. This will support the development of more focused and comprehensive language learning theories in this context.

2. Practical Significance

Practically, this research has great significance in providing guidance for more effective teaching approaches at SMA Negeri 11 Medan. By understanding the mistakes that students often make in error dictation, educators can design more appropriate learning strategies to improve English language skills. This has the potential to improve student learning outcomes and provide a more solid foundation for English language teaching in these educational settings.

a. For Students:

This research holds paramount significance for students at SMA Negeri 11 Medan as it provides an in-depth exploration of writing challenges through short, descriptive texts. By meticulously identifying and analyzing errors in grammar, vocabulary, and sentence structure during dictation exercises, students gain the knowledge of communication tool, stages of the writing process, kinds of writing, descriptive text, kinds of errors (grammatical, word choice, and mechanical), and the application of dictation composition as a teaching technique and nuanced insights into their writing strengths and weaknesses within concise textual contexts. The study's findings offer a personalized guide for self-improvement, enabling students to focus on specific areas that demand enhancement in their descriptive writing. Consequently, this research empowers students to actively engage in their language learning journey, fostering a sense of ownership and autonomy through targeted improvements in descriptive text composition.

b. For Teachers:

For educators at SMA Negeri 11 Medan, this research utilizing short, descriptive texts provides a diagnostic tool to understand prevalent writing errors among students in a focused manner. Gaining insights into the patterns of errors across different proficiency levels, teachers can tailor their instructional strategies effectively. The findings of this study serve as a foundation for refining teaching methodologies, particularly in the context of short, descriptive writing exercises. It facilitates the development of targeted interventions that enhance the quality of writing instruction, equipping teachers with evidence-based approaches to foster improved descriptive writing skills among their students.

c. For Future Researchers:

This research, centered on short, descriptive texts, establishes a significant groundwork for future researchers interested in language learning and teaching methodologies. The detailed   of writing errors and their patterns within the context of descriptive texts offers a framework for further investigations. Future researchers can build upon these findings to explore new dimensions of writing improvement, specifically in the realm of descriptive text composition. Delving into the efficacy of interventions within the constraints of short, descriptive texts, this study contributes to the broader discourse on language education. The outcomes serve as a valuable resource, inspiring and guiding subsequent research endeavors in the field of language acquisition and pedagogy, with a focus on descriptive writing.