THE EFFECTIVENESS OF ORTHOGRAPHIC TRANSCRIPTION TECHNIQUE IN IMPROVING THE LISTENING SKILL

THESIS

In Partial Fulfilment of the Requirements
for Master Degree in Linguistics

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SEMARANG
2015

A THESIS

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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substansial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due aknowledgement is made in the text of the thesis.

Semarang, July 2015

Nur Fadhilah

ACKNOWLEDGEMENT

Praise be to God Almighty, who has given strength, chance and true spirit so this thesis on "The Effectiveness of Orthographic Transcription Technique In Improving The Listening Skill" came to a completion. On this occasion, the writer would like to thank all those people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are extended to **Dr. Sugeng Purwanto, MA,** the writer's advisor who has given his continuous guidance, helpful correction, motivation, advice and suggestion, without which is doubtful that this thesis came into completion.

The writer's deepest thank also goes to the following:

1. **Dr. Agus Subiyanto, M A**, as the Head of Master's Program in Linguistics Diponegoro University
2. **Dr.Deli Nirmala, M.Hum, Dr.Suharno, M.Ed and Dr. Nurhayati, M.Hum** as the writer thesis examiners.
3. **Ahlis Ahwan, S.Hum and Wahyu Setyabudi** as the staff of Master of Linguistics Diponegoro University
4. **Retnowati, S.Si, M.Sc,** as the head of STMIK Widya Pratama Pekalongan
5. My Dearest **Mother** and **Father**, **Brother** and **Sister** for all the great prayers and supports that make this research come to a finishing process.
6. My Dearest **Husband** and **Son** for all the prayers, love, motivation, joy and happiness that support the writers spirit to finish this final project.

7. **Victorianus AS, SE, M.Si** a lecturer and writer of statistics books that helps a lot the researcher for the statistical analyses.
8. All friends in Master of Linguistics Program of Diponegoro University, academic year of 2011/2012 and 2012/2013

The writer realizes that this thesis is still far from perfect. She therefore will be glad to accept any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about listening technique and to understand a little bit more about orthographic transcription technique to improve listening skill.

Semarang; July 2015

The writer

TABLE OF CONTENTS

page

APPROVAL iii

VALIDATION iv

CERTIFICATION OF ORIGINALITY v

ACKNOWLEDGEMENT vi

TABLE OF CONTENT viii

LIST OF TABLE xii

LIST OF FIGURE xiii

LIST OF APPENDIXES xiv

ABSTRACT xv

CHAPTER I INTRODUCTION 1

1.1 Background of the Study 1

1.2 Scope of the Problem 5

1.3 Objectives of the Study 5

1.4 Significance of the Study 5

1.5 Scope of the Study 7

1.6 Definition of Terms 8

1.7 The Outline of the Report 10

CHAPTER II REVIEW OF RELATED LITERATURE 12

2.1 Previous Studies 12

2.2 Effectiveness 15

2.3 Orthographic Transcription 15

2.3.1 Description of Orthographic Transcription Technique 16

2.3.2 Steps in Conducting Orthographic Transcription Technique 18

2.4 Listening 19

2.4.1 Definition of Listening 20

2.4.2 Components and steps of Listening 21

2.4.3 Listening Comprehension 23

2.4.4 Teaching Listening 24

2.4.5 Level of Comprehension 25

2.4.6 Purposes of Listening 26

2.4.7 Listening Strategies 28

2.4.8 Method of Teaching Listening 30

CHAPTER III RESEARCH METHOD 32

3.1. Research Design 32

3.2. Subject of the Research 34

3.3. Variables 36

3.4. Instrument 36

3.5. The Technique of Collecting the data 36

3.6. The Technique of Analyzing the data 37

3.6.1. Normality and Homogeneity test 37

3.6.2. t-test 38

3.7. Statistical Hypothesis 39
CHAPTER IV FINDINGS AND DISCUSSION 41
4.1. The Description of the Data Finding 41
4.1.1 Normality Test 42
4.1.1.1 Test of Normality of the Pre Test Score 42
4.1.1.2 Normal Q-Q Plots 43
4.1.1.3 Histogram 44
4.1.2 Homogeneity Test 44
4.1.2.1 Box Plots 45
4.1.3 Significant Difference of the pre test and post test using paired sample t-test 46
4.1.4 Paired t-test of the control group 47
4.1.5 Paired t-test of the experimental group 48
4.1.6 The Significant Difference between experimental group and control group using Independent Sample t-test 50
4.2 Matching test 52
4.3 The Hypothesis testing 53
4.4 The discussion of research finding 54
4.4.1 Stages of Teaching by Using orthographic transcription and other technique 56
4.4.2 General Differences between orthographic transciption technique and other technique 59
4.4.3 The strength of orthographic transciption 61

4.4.4 The achievement and objective of the study 62

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION..... 65

5.1. Conclusion..... 65

5.2. Implication 68

5.3 Suggestion 68

REFERENCE 70

List of Tables

Number of Tables	Title	Page
2.1	Strategies of listening for the four purposes	24
3.1	Experimental Design with Pre-test and Post-test	32-33
4.1.	Tests of Normality	41
4.2	Paired Samples Statistics of the control group	46
4.3	Paired Samples Correlations of the control group	46
4.4	Paired Samples Test of the control group	47
4.5	Paired Samples Statistics of the experimental group	48
4.6	Paired Samples Correlations of the experimental group	49
4.7	Paired Samples Test of the experimental group	49
4.8	Group Statistics	50
4.9	Independent Samples Test	52
4.10	Stages of Teaching	57
4.11	General differences between orthographic transcription technique and regular technique	60

List of Figures

Number of Figures	Title	Page
4.1	Q-Q plots of the normality distribution of pre test score in the control group	42
4.2	Q-Q plots of the normality distribution of the pretest score in the experimental group	42
4.3	The Histogram of Frequency of Pre test in the control group	43
4.4	The Histogram of Frequency of Pre test in the experimental group	43
4.5	The box-plot of homogeneity distribution of the pre test score in the control group	44
4.6	The box-plot of homogeneity distribution of the pre test score in the experimental group	44

List of Appendixes

Appendixes 1. List of the pre test score result

Appendixes 2. List of the post test score result

Appendixes 3. List of the post test score result

Appendixes 4. List of the post test score result

Appendixes 5. The result of pre test score in scale

Appendixes 6. The result of post test score in scale

ABSTRACT

This paper is aimed at proving "The effectiveness of an orthographic transcription technique in improving the listening skill" in a foreign language. This study was intended to know whether there was any significant difference in listening comprehension skill of the student before and after being taught employing orthographic transcription technique. Experimental research was carried out using a quasi experimental design, using SPSS program to analyze the data using independent and paired sample t-test.The population of this study were students in the sixth semester students in STMIK Widya Pratama Pekalongan with the total population of 378 randomly sampled out 66 studentsfor the control group and 66 students for the experiment group. The result shows that the significant value of analysis using paired sample t-test in the experimental group was 0,000 whereas the significant value of analysis using paired sample t-test in the control group was 0,010. It means there was significant difference between pre-test and post-test in both experimental and control group. However, the mean score of experimental group is higher than that of the control group. Thus, the orthographic transcription technique is proven to be more effective to improve student's listening skill. Hence the technique may be the alternative to improve the listening skill.

Keywords: orthographic transcription technique, listening skill, experimental research

INTISARI

Tulisan ini bertujuan untuk membuktikan "Efektifitas Teknik Transkripsi Ortografik untuk meningkatkan kemampuan *listening"* dalam bahasa asing. Penelitian ini ditujukan untuk mengetahui apakah terdapat perbedaan signifikan dalam kemampuan *listening* mahasiswa sebelum dan sesudah pembelajaran menggunakan Teknik Transkipsi Ortografik. Penelitian eksperimental dilakukan menggunakan model *quasi* eksperimental, dengan menggunakan program SPSS untuk menganalisa data menggunakan *independent* dan *paired sample t-test*. Populasi penelitian ini adalah mahasiswa semester 6 STMIK Widya Pratama Pekalongan dengan total populasi 378 dan diambil sampel secara acak menjadi 66 mahasiswa kontrol grup dan 66 mahasiswa untuk eksperimental grup. Hasil penelitian menunjukkan bahwa nilai signifikan dalam analisis menggunakan *paired sample t-test* dalam eksperimental grup adalah 0,000 sementara nilai signifikan dari analisis pada kontrol grup adalah 0,010, artinya terdapat perbedaan yang signifikan antara pre-test and post-test baik pada eksperimental grup maupun kontrol grup. Meski demikian, signifikansi skor pada eksperimental grup lebih tinggi dari kontrol grup. Dengan demikian, Teknik Transkripsi Ortografik terbukti efektif dalam meningkatkan kemampuan *listening* mahasiswa. Karena itu teknik ini dapat menjadi alternatif dalam pembelajaran untuk meningkatkan kemampuan *listening*.

Kata kunci : teknik transkripsi ortografik, kemampuan *listening*, penelitian eksperimen

CHAPTER I

INTRODUCTION

The introduction chapter comprises seven parts, they are: general background of the study, scope of the problem, the problem statements, objective of the study, significance of the study, scope of the study, the terms definition and the outline of the report.

1.1. Background of the Study

The implementation of learning technique or model in the class will affect the learning situation, and further affect the spirit as well as the result of learning. In listening class, the common technique used is the drilling technique where teacher becomes the center of the class and dominating the whole class activity. Students are usually listen to some recordings for many times and teacher will explain afterward.

Recently many techniques are implemented and developed to improve the result of the learning process. One of the techniques is the orthographic transcription technique. A Kemp (2006) stated that transcription in its linguistic sense is the process of recording the phonological and or morphological elements of a language in terms of a specific writing system, as distinct from transliteration, which is the process of recording the graphic symbol of a second writing system. Transcription, in other words, is writing down a language in a way that does not depend on the prior existence of a writing system, whereas transliteration does.

There are three kinds of transcription: they are phonetic transcription, phonemic transcription and orthographic transcription. The research will discuss

further orthographic transcription. Orthographic transcription is a process of writing what was said or heard by listener. It transcribes every single word that has been said. Whereas some background noise is not represented in the transcriptions.

Elinor Ochs (1979:44), underlined the facts that "the transcriptions are the researcher's data and "transcription is a selective process reflecting theoretical goals and definitions,". Furthermore Ochs (1979:45) also stated that "What is on a transcript will influence and constraint what generalizations emerge"

Listening skill is one of the components in language acquisition either for domestic or foreign language. It is one of the most difficult skill to learn or master especially in foreign language. The process of listening covers more than just hearing, it is a process of capturing information and so forth. Wipf in Vandergrift (2000) states that listening is an invisible mental process, making it difficult to be described. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Listening activities are designed to give the learner practise in identifying correctly different sounds, sound-combinations and intonantions patterns.

In many proficiency tests, listening has become one of the skills that is measured and tested to determine someone's capability in listening as in TOEFL, TOEIC, or IELTS.

Test of English as a Foreign Language or abbreviated as TOEFL is one way to measure someone's ability in English language skill. The test is believed to be the standard measurement in determining someone's capability in English language at glance. ETS (2013) stated that The *TOEFL*® test is the most widely respected English-language test in the world, recognized by more than 8,500 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States. TOEFL is divided into some categories such as Paper Based test, Computer Based Test and Internet Based Test. There are only three subjects tested in paper based, they are listening comprehension, structure and written expression and reading comprehension. The internet based test has more subjects tested, they are listening, reading, speaking and writing. The most widely known and used TOEFL in most universities in Indonesia is the paper based TOEFL.

STMIK Widya Pratama Pekalongan is the school that focuses on information technology and management of information. There are four study program in the institution, they are Information System study program and Informatics study program as the strata 1 program and Managemen of Information and Accounting Computerized as the Diploma 3 program. Most of the subjects taught are about computer system and networking. To measure students capability and competency, the school conducts a series of competency test or certification. It is a compulsory for the students to take some certification test like CCNA, professional office, JENI and TOEFL. In informatics study program, the compulsory certification tests are CCNA (Cisco Certified Network Academy) and

TOEFL. While in Information Sytem study program they are JENI (Java Education Network Indonesia) and TOEFL as well. Whereas for both study program in Diploma have the same certification tests, they are Professional Office test and TOEFL. The TOEFL implemented in STMIK is the paper based one thus the students are measured in their skill in listening, structure and reading. Students have to passed the TOEFL with the minimum score is 400 before they graduated. Most of the students take the TOEFL when they are in the sixth semester, just before their thesis examination.

TOEFL paper based test has been implemented in STMIK Widya Pratama Pekalongan since 2008 up to now and after several observations and interviews, most of the students complained about their difficulty in listening comprehension section. It is difficult matter for them since the vocabulary used were uncommon for them, they were not get used to the vocabularies. The difficulty impact to the result of the listening test as in TOEFL. This has been proven by their listening score is lower than the reading and structure score. Students admitted that they could learn about structure and reading by their own by reading some books but not for the listening. They need certain technique or method to train their listening skill. Based on the phenomena, the writer tried to implement "The Effectiveness of Orthographic Transcription Technique in Improving the Listening Skill" An Experimental study of the sixth semester student of STMIK Widya Pratama Pekalongan Academic Year 2013/2014. The experimental research will carry out the research to prove the strategy is worth for the students in some ways.

1.2. Scope of the Problem

To make directed and specific research, the writer limits the study focusing only to the effectiveness of using orthographic transcription technique in improving the listening skill. The discussion will be based on the investigation in the use of orthographic transcription technique in listening class.

Based on the background of the study presented the researcher would like to state the research problem, that is "How effective is Orthographic Transcription Technique in improving the listening skill of students in STMIK Widya Pratama Pekalongan?"

1.3. Objectives of the Study

Throughout this study, the objective is achieved, it is "To show the effectiveness of Orthographic Transcription Technique in improving the students' listening skill in STMIK Widya Pratama Pekalongan."

1.4. Significance of the Study

This research is expected to contribute pedagogically, practically and theoretically. Practically, this study is significant for the writer herself, the English lecturers at STMIK Widya Pratama, the students and also the future researchers.

1. For the writer herself

   Completion of this study is very rewarding. It has taught her how scientific undertaking should be conducted just to prove whether or not a special technique of listening skill development is effective. It cannot be simply

claimed as ‘effective’ without any significant evidence shown in experimental research.

2. For English lecturers at STMIK Widya Pratama

   The findings of this research can be used as a reference for the English lecturers at STMIK Widya Pratama about their teaching method, so that they can improve their teaching activities, especially in the teaching of the listening skill as one of the four language skills which is the most difficult to develop.

3. For the students

   The new method that is proven to be a way to improve their listening skill will be the way for them to improve their listening proficiency test as well despite the fact that to comprehend spoken English has a number of strategies, and this ‘othographic transcription technique’ is one technique that may be used.

4. For the further researchers

   The results can be used for the further researchers which focus on improving the listening capability, such as using different test instruments other than TOEFL (not TOEFL). This is important since in real TOEFL test, orthographic transcription is not allowed.

1.5. Scope of Study

This study was to describe the effectiveness of Orthographic Transcription Technique in improving the listening skill. This technique was used since students feel difficult in learning listening. The difficulties may come from the difficulty of understanding the vocabularies used as well as the boredom during the lesson for they only listen to the same recording for many times.

The type of listening trained and analyzed in this study is discriminative listening where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone and their use of pause. The discriminative listening is very subjective, it means really depend on the person. One may be able to listen perfectly but the other may only listen in least ability. Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If we cannot hear differences, we will not be able to understand the meaning that is expressed by such differences. The learning of discrimination between sounds is started in the first language and after will learn about the the discrimination between the phonemes of other languages. The problem may raise from this point, since it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Quasi experimental research is used as the way to observe the improvement of students' listening skill. Here, the researcher is the teacher of the students that give the treatment to both groups.

The scope of the study was the English teacher and the sixth semester students at STMIK Widya Pratama Pekalongan. The students observed were those who are taking the TOEFL test in the sixth semester, just before their thesis examination. The study is concerned with the teaching method especially in listening and the effectiveness of the method. This research was intended to give an important contribution to a better technique of listening training skill to

improve students listening capability and students TOEFL score listening in advance.

The TOEFL test result is used since it is tested to all students and is one of the obligations for the students to pass the TOEFL with the minimum score is 400. The study is not about to investigate the TOEFL test institutionally administered as a passing ticket to the thesis examination. Rather, it is meant to give evidence how listening skills are developed. In other words, a technique for listening comprehension hereinafter called "Orthographic Transcription" was experimentally investigated to see its effectiveness. The sixth semester students were used as the model so that if the technique is proven to be effective it can be implemented in regular classes to improve students listening skills.

1.6. Definition of Terms

Several keys were used in this study. They are listening, transcription, t-test and paired sample test. The definitions of the key term are described below :

a) Listening

Listening is a part of language acquisition skill. The skill of listening will support other language skill like speaking and writing. The process of a listening covers three steps like receiving, attending and assigning meaning (Wolvin&Coackley, 1995). The listening process that is observed more in this research is the process of receiving and assigning meaning. Students are trained in the process of receiving by listening and doing the transcriotion in the same time. This process of listening will improve their vocabulary mastery as well

since at the end of the training process, students will see the whole transcription and learn some new words.

b) Transcription

Jane A Edward (2007) stated that transcription is the process of capturing the flow of discourse events in a written and spatial medium. This includes primarily: who said what, to whom, in what manner, and under what circumstances. It involves the kinds of information find in the script of a play, only with more systematic and detailed specification

c) t-test

A t-test is one of the most frequently used procedures in statistics. (Patrick Runkel:2013). It is commonly used to determine whether or not the mean of a population significantly differs from a certain value and is called the *hypothesized mean,* or if it is differed from the mean of another population.

d) paired sample test

A paired t-test is used to compare two population means where we have two samples in which observations in one sample can be paired with observations in the other sample. Some examples of the occurence are :

i. Before and after observations on the same subject (i.e. students' speaking test results before and after a particular treatment or course).

ii. A comparison of two different methods of masurement or two different treatments where the measurements or treatments are applied to the same subjects (e.g. blood pressure measurements using a stethoscope and a dynamap). (Rosie Shier: 2004)

1.7. The Outline of the Report

This study is organized in five chapters. Chapter I shows the general background to the study, statement of the problems, objective of the study, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to carry out the following chapters. Chapter II provides the review of the related literature. It describes the theories used in developing the study. All of them serve the fundamental references in conducting the study, with respect to theoretical frame work, data collection and analysis.

Meanwhile, discussed in Chapter III is the research method on which the current study is procedurally based. It gives the description of the research design, the subject of the study, the research instruments for data collection, and the procedures for data analysis. Chapter IV discusses the result and discussion in this study. It provides the explanation of the patterns of experimental study conducted by the writer in the sixth semester student of STMIK Widya Pratama Pekalongan. Chapter V provides the overall discussion of the study as the conclusion and followed by the suggestions given by the writer at the end of the study for the improvement of language teaching method in listening.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories of the study. It is divided into four parts: previous studies, definition and theory of effectiveness, definition and theory of orthographic transcription technique, definition and theory of listening.

2.1. Previous studies

Some research had been conducted to improve the listening skill of the student as the research conducted by Verdugo and Belmonte (2007) that conducted experimental research in improving listening comprehension in Spanish young learners of English. The researchers used digital stories to improve learner's listening comprehension. In this method, the goal was the understanding of a spoken English by a group of a six year-old Spanish learners. This method was used for the purpose of helping learners in listening comprehension in English as a Foreign Language.

Hamada (2012) conducted experimental research improving listening skills through shadowing at Akita University. The researcher used Shadowing method to improve students listening skills. In this method, the goal was improving learners' listening comprehension skills. Shadowing was originally used for training interpreters. The study supports the theory that shadowing is effective for improving bottom-up processes in listening, leading to acquiring more succesful listening comprehension skills.

Hoiting and Slobin (2002) conducted a study in transcription entitled "Transcription as a tool for understanding"The Berkeley Transcription System for

Sign Language Research (BTS)"The Berkeley Transcription System is a tool to look into the component structure of signs, with all of their simultaneous manual and nonmanual features. BTS is based on linguistic analysis of each sign language being studied, and is continually open to revision as a linguistic description improves. The revision is also in response to insights about child language, as well as challenges of computer technology. The researchers have succeeded in keying BTS transcript to timecodes of analog videotapes, and beginning to explore digital resources. The analyses of the study showed that a child of L1 learner as well as adult of L2 learners reached the understanding of the polycomponential nature of sign language and able to use meaning components in complex signs productively. This form of transcription also allows for detailed exploration and documentation of learners' mastery of the full morphosyntahctic, semantic, and pragmatic structures of sign language.

Morley Catherine, (2007) suggested about using orthographic transcription technique in training students bottom up listening skill. The teacher reads out a number of sentences, and asks learners to write down how many words there would be in the written form. The task might sound easy, but teacher need to be say the sentence in very natural way since not all learners are good in connected speech. Teacher do not need to say the sentence word by word, since saying the sentence naturally will be easier for learners. Learners can be asked to compare their answers in pairs, before listening again to check. While listening a third time, they could write what they hear, before reconstructing the complete sentences in pairs or groups. By comparing their version with the correct sentences, learners

will become more aware of the sounds of normal spoken English, and how this is different from the written or carefully spoken form. This will help them to develop the skill of recognizing known words and identifying word divisions in fast connected speech.

Another study of transcription suggested by Bucholtz (1999) in "The Politics of Transcription". In formulating the discussion, Buscholtz followed Green et al (1997) about the difference/distinction between transcription as an interpretive process and transcription as representational process. At the intrepretive level, the central issue is what is transcribed; at the representational level the central issue is how it is transcribed. Thus transcription involves both decisions about content that is about the transcriber hearing/hears on the recording as well as including or includes in the transcript and decision about form that is about the way of the transcribers write down about what they hear.

Based on the previous studies that focuse on the experimental research, this study is different. Verdugo and Belmonte, conducted experimental research in improving listening comprehension using digital stories, whereas this study used orthographic transcription technique in improving students' listening comprehension skill. Hamada conducted experimental research improving listening skills through shadowing, but in this study the writer used orthographic transcription technique to improve students listening comprehension skill

2.2 Effectiveness

The term effectiveness comes from the word effective that means the succesful achievement of stated aim. Effectiveness is always related to the relation between the result expected with the real result of research or study. According to Ravianto (1989:113), the term effectiveness means how good the effort is done and how good is the result related to the stated aim. It means if the effort is done in planning either in time, cost or quality, thus it is said effective. Barnard (in Prawirosoentono, 1997:27) stated "Accordingly, we shall say that an action is effective if it specific objective aim. It is efficient if it satisfies the motives of the aim, whatever it is effective or not." The statement concluded that an activity is cathegorized effective if the result meet the aim. By some explanation and statements of effectiveness above it may be concluded that an activity is called effective if it is based on the purpose. It means, the activities done is doing for the purpose of achieveing a planned target. Effectiveness is a process of pursuing a target stated before. An effort or activity may be said effective if the effort or activity meet the purpose. If the purpose is to improve some skill, hence the activity or treatment is stated effective if the skill of the learner is improved with that treatment or activity.

2.3. Orthographic Transcription

This section presents the theoretical review of the study. The explanation will define further d orthographic transcription and the steps of orthographic transcription.

2.3.1. Description of Orthographic Transcription Technique

Orthography is the noun and orthographic is the adjective defined as the system of spelling in a language (Oxford Advanced learner's dictionary:1073). Transcribe is an act to record thoughts, speech or data in a written form, or in a different written form from the original. Transcript is a written or printed copy of words that have been spoken, whereas transcription is the act or process of representing something in a written or printed form (Oxford Advanced learner's dictionary:1630). The technique of orthographic transcription is the same as writing exactly what we hear. There are three main activities of the technique, they are listening discriminatively, writing orthographically and at last understanding vocabulary and the written transcription by seeing the correct transcription.

Ochs'(1979) remarks from nearly twenty years ago on some of the fundamental concerns in using transcription in child language acquisition research related to that field, and also have cross-disciplinary implications. She cautions that the use of mechanical recording devices does not eliminate the problem of selective observation, but merely delays some of the decision-making to the moment of transcription. She decries developmental pscholinguists'lack of concern for examining transcription as method, pointing out that "the transcriptions are the researchers' data"(p.44), and that "transcription is a theoretical process reflecting theoretical goals and definition"(pp.44.emphasis in the original). These issues still remain problematic and are sounded by current writers on transcription as methodology. As the use of language as data has

become more widespread, so have the methodological implications. Ochs goes on to argue for developing a set of basic transcription conventions for representing child language, while allowing for a certain amount of selectively reflecting the researcher's interests. She describes the import of decisions about page layout, relative placement of verbal and nonverbal information in the transcript, matters of timing (e.g. overlaps and pauses), choice of orhtographic versus phonetic representation, and choice of discourse unit (e.g., utterance, proposition, or turn).

Brigitte Bigi., et al (2009) stated that The transcription process follows specific conventions. the result is what is called an enriched orthographic construction. in this study, three enrichments were selected. the first one represents the text as as a standard orthographic written text. for example, if the speech signal includes specific productions like reductions, the transcription must contain the expended written text.in the second transcription, transcribers provided an enriched orthographic transcription, which included, for example, manually annotating non-standard events such as:truncated words, laughter, etc. compared to the previous one, this enriched orthographic transcription

includes the following specific speech phenomena:

-short pauses '+'

-various noises '*'

-laughter, annotated '@'

-filled pauses, annotated 'euh'

-truncated words, annotated with a '_'

-repeats

Moreover, the transcription was not systematically expanded to the written text: the third transcription used in this study represented both transcriptions:the orthographic written text (as the previous convention) and, if any, the specific production using an orthographic written text the nearest as possible of what the transcriber could hear. thereby, form this manual transcription, two derived transcriptions can be generated automatically:the "real orthographic" transcription (the list of orthographic tokens) and a specific transcription from which the obtained phonetic tokens are used by phonetization system.

2.3.2. Steps in Conducting Orthographic Transcription

The treatment of orthographic transcription technique was conducted in sixty minutes lesson. Students are trained by orthographic transcription technique by listened to some recordings consist of twenty different dialogues and write every word they hear. Students write orthographically from the first dialogue to the twentieth dialogue.

The pre-research activity were the pre-test. It was used to know the students' listening comprehension skill before they got the treatment. The test was listening comprehension test of a TOEFL ITP. The students listened to some dialogues then answered the questions based on the dialogue. Students were tested to understand conversation and talks in English. There are three parts of the section: short conversation, longer conversation and short talks with the total questions of 50 items. The pretest was done in both control and experimental groups.

After the pretest was given, the treatment was started; the students were treated with "orthographic transcription technique" in teaching listening. The treatment was carried out based on the three stages of planning process in orthographic transcription technique. The students were attending listening class using the orthographic transcription technique. In seven meetings the students were attending listening class with seven different recording materials. Students listen to some dialogues and write what they hear while they are listening. There were 20 different dialogues in each session. They listened to the recording materials three times in each session. After listening and writing orthographically all the dialogues they hear, the post activity was done with listening one more time of the dialogue, while they see the complete transcription on the slide, then discussing what's the answer for each question in each dialogue.

To see if there was any significance change or improvement after the treatment, post test was given. The researcher used post test to know whether the result of teaching listening using "orthographic transcription technique" of the sixth semester student of STMIK Widya Pratama Pekalongan gave an improvement for students in listening comprehension skill or not. The post-test was the TOEFL ITP test in listening comprehension part.

2.4 Listening

This part describes the theoretical review of the research. It is divided into eight parts: definition of listening, component listening, listening comprehension, level of comprehension, purposes listening, listening strategies, teaching listening, and method of teaching listening.

2.4.1 Definition of Listening

Vilmantė (2009) stated that Listening, like reading, writing, and speaking, is a complex process best developed by consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Larry Vandergrift (1999) emphasizes that listening is complex, active process of interpretation in which listeners match what they hear with what they already known. There are two kinds of process characterize listening comprehension. The first is known as the top down process, it is when listeners rely on their prior knowledge in order to understand the meaning of a message. The prior knowledge includes the knowledge of the topic, familiarity with the discipline, awareness of the listening context, the text-type, the culture or other information held in long-term memory. Top-down processing refers to how the listeners use their world knowledge to attribute meaning to language input; how the knowledge of social convention helps understand meaning. The top down process involves the listeners' ability to bring prior information to bear on the task of understanding about what they hear (Morley, 2001 in Vilmante 2009). The other process is known as bottom up process. It is used by listeners when they rely on specific components of the L2 for aural comprehension such as meaning constructed from morphemes to words to grammatical relationships to lexical meanings until the message is decoded. Bottom-up refers to the part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to

words to grammatical relationships in lexical meanings" (Morley, 2001 in Vilmante 2009)

Listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003:24). Listening is the mental process of constructing meaning from spoken input" (Rost, 2002:279). Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (Rubin, 1995:7). Listening is a critical element in the competent language performance of adult ESL learners, whether they are communicating at school, at work, or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981).

Based on the description above, it can be concluded that listening ability is an active process of understanding what listeners hear and interpret the information of the spoken input.

2.4.2 Components and steps of Listening

Listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, 1983). Some factors that affect the listening process according to Dozer (1997) are as follows :

a). The Listener

Interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest. A listener who is an active participant in a conversation generally has more background knowledge to facilitate understanding of the topic than a listener who is, in effect, eavesdropping on a conversation between two people whose communication has been recorded on an audiotape. Further, the ability to use negotiation skills, such as asking for clarification, repetition, or definition of points not understood, enable a listener to make sense of the incoming information.

b.) The Speaker

Colloquial language and reduced forms make comprehension more difficult. The extent to which the speaker uses these language forms impacts comprehension. The more exposure the listener has to them, the greater the ability to comprehend. A speaker's rate of delivery may be too fast, too slow, or have too many hesitations for a listener to follow. Awareness of a speaker's corrections and use of rephrasing ("er…I mean…That is…") can assist the listener. Learners need practice in recognizing these speech habits as clues to deciphering meaning.

c). Content

Content that is familiar is easier to comprehend than content with unfamiliar vocabulary or for which the listener has insufficient background knowledge.

d). Visual Support

Visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension if the learner is able to correctly interpret it.

The listening process has three steps: receiving, attending, and assigning meaning (Wolvin & Coakley,1995). In the first step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. Next, listeners focus on important stimuli while ignoring other, distracting stimuli. Be-cause so many stimuli surround students in the class-room, they must attend to the speaker's message, focusing on the most important information in that message. In the third step, listeners comprehend or as-sign meaning to the speaker's message. Responding to the message is not considered part of the listening process; the response occurs afterward, and it sets an-other communication process into action in which the listener becomes the message sender

2.4.3 Listening Comprehension

Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focusses on the role of individual linguistic units (i.e. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situations and context, background knowledge and topic" (Richards&Schmidt,2002:313)

Vilmantė (2009) stated that Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech

with the background knowledge, i.e. what the listeners already known about the subject. Listening comprehension, according to Vandergrift (2002), is an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. In other words, both of top-down and bottom-up processes are at work in the listening activity.

From the theories above, it can be identified listening comprehension as the process of constructing meaning through interaction and involvement with spoken language. Comprehension involves three elements: the listener who is doing the comprehending, the audio text that is to be comprehended and the activity in which comprehension is a part.

2.4.4 Teaching Listening

Learning to listen in a language is conducted to understand the spoken of it. It is so importnat to master the listening ability since it is the basic component of communication in a language. Listening is taught differently based on the stage of a learner.

Teaching listening means teaching the technique of a listening. The process of teaching listening running now is more to be the explanation of a listening text by the teacher. Students would listen tenderly to certain recording then teachers will explain afterward. This way of teaching listening will occasionaly makes learner feel bored, sleepy, out of focus and less practise. To break the ice the teacher needs a breakthrough to make students feel enjoy of the learning process thus the learner's skill of listening comprehension will be improved.

One of the factors that influence the success of listening is the technique. Hence, teacher and learner should find a suitable technique to make succesful learning thus the ability of the learner may be improved.

Based on the description above, it can be concluded that listening ability is an active mental process of understanding ideas through meaningful interpretation that involves the listener, text, and the interaction between the listener and the text which covers the understanding of the main ideas, explicitly and implicitly stated information, meaning of the speakers and future possibilities.

2.4.5. Level of Comprehension

Richards defines three related levels of processing which terms (1) propositional identification, (2) interpretation of illocutionary force and (3) activation of real world knowledge (1983:220). However, Dunkel et.al. divides the listening comprehension construct into three areas. The first area consists of processes which precede comprehension such as orientation, attention,perception and recognition. These key terms as being “lower order”, “bottom up”, trivial pre cursor” elements (1993:180). Rife stated that comprehension occupies the middle ground and the “higher order”, “top down” elements including, for example, analysis, synthesis or evaluation corresponding to Richards’ activation of world knowledge’. The problems of perception, recognition, and identification are described as being ‘lower order’ processes. Upon such examination it becomes obvious that the problems mentioned fall mainly into the ‘bottom up’ category of processing.

2.4.6. Purposes of Listening

There are some reviews of purpose of listening. According to Wolvin and Coakley (1995), people actually use different types of listening for these four purposes :

- Discriminative listening to distinguish among sounds as the examples are participate in phonemic awareness activities, notice rhyming words in poems and songs, recognize alliteration and onomatopoeia, experiment with tongue twisters
- Aesthetic listening for enjoyment or pleasure like listen to stories and poems read aloud, view video versions of stories, watch students perform a play or a readers theatre reading
- Efferent listening to learn information or understanding the message like in listening to informational books read aloud, listening to directions, listening to the teacher present information, use graphic organizers, listen to oral reports, view informational videos, listen during mini-lessons.
- Critical listening to evaluate information or a message like listen to debates and political speeches, view commercials and advertisements, evaluate themes and arguments in books read aloud

Brown (2006:5) stated that we always have a purpose of listening. We may listen to the radio in the morning to know the weather forecast or we may listen for pleasure. Having purpose of listening will help us listen more effectively. Brown (2006:6) also stated that listening for details is something we do everyday, like listening to some direction to someplace and another important reason to listening is listening and making inferences. Speakers do not always say exactly

what they mean thus listeners have to listen between the lines to figure out what really is meant.

There are several basic processes at work in listening. These do not necessarily occur sequentially; they may occur simultaneously, in rapid succession, or backward and forward as needed. The listener is not usually conscious of performing these steps, nor of switching back and forth between them. The listener:

- determines a reason for listening;
- takes the raw speech and deposits an image of it in short-term memory;
- attempts to organize the information by identifying the type of speech event (conversation,

lecture, radio ad) and the function of the message (persuade, inform, request);

- predicts information expected to be included in the message;
- recalls background information (schemata) to help interpret the message;
- assigns a meaning to the message;
- checks that the message has been understood;
- determines the information to be held in long-term memory;
- deletes the original form of the message that had been received into short-term memory (Brown, 1994; Dunkel, 1986).

Each of these steps influences the techniques and activities a teacher might choose to incorporate into instruction in order to assist learners in learning to listen as well as listening to learn.

2.4.7. Listening Strategies

There are numerous activities to choose from for developing listening skills. Lund (1990) has categorized them according to 9 responses that can be observed as comprehension checks:

- Doing: the listener responds physically such as in TPR;
- Choosing: the listener selects from alternatives such as pictures, objects, texts, or actions;
- Transferring: the listener transforms the message such as drawing a route on map, or filling in a chart;
- Answering: the listener answers about the text;
- Condensing: the listener takes notes or makes an outline;
- Extending: the listener goes beyond the text by continuing the story or solving a problem;
- Duplicating: the listener simply repeats or translates the message;
- Modeling: the listener performs a similar task, e.g., gives instructions to a coworker after listening to a model or;
- Conversing: the listener is an active participant in a face-to-face conversation

The best way to improve children's listening is by teaching listening strategies (Brent &Anderson, 1993; Opitz&Zbaracki, 2004). Teachers use Dorn and Soffo's (2001) four teacher behaviours modelling,coaching,scaffolding, and fading-asthey teach minilessons about listening strategies and guide students to become more effective listeners.

Table 2.1 Strategies of listening for the four purposes

discriminative listening -blending -segmenting -savoring word play -noticing verbal and nonverbal cues	efferent listening -organizing -recognizing big ideas -questioning -summarizing
aesthetic listening -predicting -visualizing -connecting -summarizing	critical listening -determining the author's viewpoint -identifying persuasive techniques -evaluating drawing conclusions

Willing formulates that a learning strategy is a specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information or patterned skills (2005: 62). In assisting students of acquiring new knowledge in a better way, teachers should support them to develop learning strategies. According to Harmer developing new learning strategies incorporates teaching students to:

- Use textbooks. This involves guiding students; show them how to work with their textbooks.
- Use communicative approach. Teachers should try to discourage students from using the mother tongue during speaking activities.
- Read for the gist. Teachers have to explain and show their students how to deal with texts. Deal with unfamiliar vocabulary. Teachers are supposed to provide their learners with the suitable context.
- Use dictionaries. Teachers ought to explain how to make the best use of them.

According to Flowerdew and Miller learning strategies are distinguished as:

- Metacognitive strategies that can be described as strategies that are used by the learners to organize, monitor and evaluate their learning process.
- Cognitive strategies that are the ways that the students use to acquire the language.
- Socioaffective strategies which are the processes in which students employ others to improve their learning. Being aware of students' learning styles and strategies and respecting them can help teachers to organise more effective language lessons and to encourage their learners.

2.4.8. Method of Teaching Listening

Method is needed for succesful teaching and learning. Teaching listening foreign language is a challenge for the teacher since the teacher needs to be creative and has a wide knowledge so that learner may follow the lesson interestingly and boredom is avoided. Anthony in Brown (1994:48) states that method is an overall plan for systematic presentation of language based upon a selected approach. Another opinion, Richards and Rodgers in Brown (1994:159) state: "Method is generalized, prescribed set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost thought of being broadly applicable to a variety of audiences in a variety of contexts."

From the statements above, it can be concluded that method is an overall plan for the specification and interrelation of theory and practice which is primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. Method is like an umbrella for the specification and interrelation of theory and practice.

CHAPTER III

RESEARCH METHOD

The study focused on orthographic transcription technique in the sixth semester students of STMIK Widya Pratama Pekalongan. The following procedure was adopted for studying orthographic transcription technique to improve the listening skill. In this chapter, the writer discusses some important points of the research design, research subject, research instrument, data collection, and data analysis which are used in this study.

3.1. Research Design

The research will be done through the quasi experimental research which involves pre and post-test conducted in both experimental and control groups. Quasi experiment is defined as an experiment that has treatment, treatment result measurement in each experimental unit but it doesn't involve the randomized tasks to create the comparison in order to conclude the changes caused by treatment. (Cook & Campbell, 1979). The type of the research is also called post-hoc research which means the researcher may determine the effect occuring from a variable upon certain treatment. (Salkind, 2006:234). According to Cook, Campbell&Peraccio (1990:492) experiments are vehicles for testing a particular type of causal hypothesis. Quasi experiments primarily depend onself selection or administrative decisions to determine who is to be exposed to a treatment. Quasi experiments can have all the other major structural features of experiments theory including pre test and post test, observations and comparison groups.

According to Burke and Christensen (2000:256) the pre-test to post-test difference scores of the groups, the experimental and another group are then analyzed to determine whether the independent variable that is the use of Orthographic transcription technique, produces an effect to students' listening skill. In other words, data analysis of pre-test to post-test difference score of the two groups is used to determine whether the experiment group's score is significantly different from the control group's score.

The two groups in this research were taught using the same material, in the same period of time, in the same level, and by the same teacher, but with different teaching method and technique of learning. At the end of the study, the listening skill acquisition of these two groups was compared and then analyzed to determine whether or not the experiment treatment is effective. The experimental research design is as the following:

Table 3.1. Experimental Design with Pre-test and Post-test.

Group of research participant	Pre test	Treatment	Post test	Difference	Compare
Experiment I (A)	X_1	Teaching listening using ortohraphic transcription technique	Y_1	X_1-Y_1	Achievement on listening test (dependent variable)

Table 3.1. Experimental Design with Pre-test and Post-test.

Experiment II (B)	X_2	Teaching listening without orthographic transcription technique	Y_2	X_2-Y_2	

3.2. Subject of the Research

This section presents the subject of the research of the study. It is divided into four parts: the profile of the class, the population, the sample and the sampling.

a). Profile of the Class

The classes participated in this research were all in the sixth semester; those who are going to take the English proficiency test as one of the requirements for their final paper proposal examination. The experimental group were taken from Information System Study Program whereas the control group were from Informatics Study Program. Both of the study programs has the same curriculum for the english lessons thus the ability of the students in both Study Program more or less are the same.

b). Population

Fraenkel and Waellen (1990:68) stated that population is a group which is treated by the researcher as the object to generalize the result of the research. Moreover they also stated that a population is the group to which the results of the study are intended to apply (2000:103).

The population of the research is the sixth semester students who will take a TOEFL ITP certification. The total of the population are the total of the students who will take a TOEFL ITP test in July 2014 that is 378 students.

Populasi sample :

c). Sample

A sample is a part of population in which its characteristics are similar to the population. It can be said that a sample should represent the population sufficiently since it is the population's representative (Rasinger, 2008). The sampling technique used in this research is purposive random sampling. Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by purposive, so it is called purposive random sampling. This study focuses on the sixth semester students of STMIK Widya Pratama Pekalongan in class 6P4 and 6P5; in which class 6P4 as the control group and class 6P5 as the experimental group. Based on the writer's observation, they have more or less the same ability, as it is also proved by the results of the pre test that is is presented in appendixes. The number of the control group is 66 students and the experimental group is also 66 students. Hence the total numbers of the sample are 132 students, it is about 30 percent of the total population.

d. Sampling

Sampling is the act of drawing a sample from a population (Mason and Bramble, 1997:113). In this research, the writer used random sampling. (quasi experimental)

3.3. Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls, and observes.

a. Independent Variables

Related to this study, the independent variable of this research is the teaching listening technique that is Orthographic Transcription Technique.

b. Dependent Variables

Related to this study, the dependent variable of this research is students' listening comprehension skill.

3.4. Instrument

A test is one of the research instruments that can be used in measuring the research. Brown (2004:3) stated that a test is a system to evaluate the skill, understanding, or performance of someone in a particular field. The test used in this study is a multiple choice test based on listening, structure and reading texts. The test is adapted from Indonesian International Education foundation.

3.5. The Technique of Collecting Data

In collecting the data a test is used to examine and measure the qualities of someone or the knowledge or abilities of someone. A test can be defined as a

systematic procedure for observing one's behaviour and describing it with the aid of numerical devices.

The research involves pre and post-test for both experimental and control group. The test is a proficiency test that is TOEFL ITP test. Brown (2004:44) suggest that a proficiency test is not limited to any one course, curriculum or single skill in the language; rather, it tests overall ability. Proficiency tests have traditionally consisted of standardized multiple choice questions about vocabulary, reading comprehension and aural comprehension.

The data used in this research is only the listening comprehension part since the orthographic transcription technique is implemented to improve the students listening skill. The listening comprehension part consists of 50 questions that is divided into three part; short conversation, longer conversation and talks.

3.6 .The Technique of Analyzing Data

In analyzing the data which is obtained, the writer used statistical test as the following :

1. Normality and Homogeneity test

To know the characteristics of the test, the writer conducted normality and homogeneity in pre-test and post-test. The test is in the form of an objective test. The discussion of normality test and homogeneity test is as follows:

a. Normality Test

Normality test is used to know whether the data have normal distribution or not. The normality assumption is the main statistical standard, and it is important to be able to test this assumption. Among the many procedures used to

test this assumption, one of the most well-known is a modification of the Kolomogorov-Smirnov test of goodness of fit, generally referred to as the Liliefors test for normality. This test was developed independently by Lieliefors (1967) and by Van Soest (1967). The null hyphotesis for this test is that the error is normally distributed (i.e., there is no difference between the observed distribution of the error and a normal distribution). The alternative hypothesis is that the eror is not normally distributed. According to Liliefors (1967) this test of normality is more powerful than others procedures for a wide range of nonnormal conditions.

b. Homogeneity Test

Homogeneity test is used to know whether the data is homogeneous or not. In order to test the homogeneity, the writer uses the box plot, which is a graphical representation of data that shows a data set's lowest value, highest value, median value, and the size of the first and third quartile. The box plot is useful in analyzing small data sets that do not lend themselves easily to histograms. Because of the small size of a box plot, it is easy to display and compare several box plots in a small space. A box plot is a good alternative or complement to a histogram and is usually better for showing several simultaneous comparisons.

2. t test

In analyzing the data which is obtained, the writer used statistical test of significance (t-test) for independent sample formula. It is a statistical test used to determine whether the difference between the means of the groups is statistically significant. The independent samples t test evaluates the difference between the

means of two independent or unrelated groups. That is, we evaluate whether the means for two independent groups are significantly different from each other. The independent samples t test is commonly referreed to as a between group design, an can also be used to analyze a control and experimental group. With an independent samples t test, each case must have scores on two variables, the grouping (independent) variable and the test (dependent) variable. The grouping variable divides cases into two mutually exclusive groups or categories, in this research, the cathegory comes to experimental and control grup. The t test evaluates whether the mean value of the test variable for experimental group, differs significantly from the mean value of the test variable for the control group.

In this case, the writer used the formula to determine whether the difference between the means of the two groups (control group and experimental group) is statistically significant hence orthographic transcription technique is proven to be effective in improving students' listening skill. The value of the t-test was consulted to the value of t-table in the appropriate degree of freedom at the level of significance $\alpha = 0.05$. The degree of freedom can be determined by using the formula: $df = n1 + n2 - 2$.

3.7 Statistical Hypothesis

Statistically, hypothesis can be said as:

a. The students who are taught with orthographic transcription have higher achievement than who are taught without orthographic transcription. It can be seen from the difference of the mean score of the two groups. The mean score of students who are taught using orthographic transcription technique strategy

is higher than the mean score of students who are taught by using direct instruction method.

b. There is a significant difference in listening comprehension between students who are taught by using orthographic transcription technique and who are taught without orthographic transcription technique. It depends on the comparison between the t-test and the t-table. If the t-test is higher than t-table, H_o (Null Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted, and it can be concluded that there is a significant difference between students who are taught using orthographic transcription technique and who are taught by using regular method.

H_0 (Null Hypothesis) : $\mu_1 = \mu_2$

H_a (Alternative Hypothesis) : $\mu_1 \neq \mu_2$

c. Based on the above review on related studies and rationale, the hypotheses can be formulated as follows:

- Orthographic transcription technique is more effective than the other technique in the teaching of listening.
- There is significant difference between of the students taught by using Orthographic transcription technique and those taught without orthographic transcription technique.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. It is divided into five parts; description of the data, prerequisite testing, matching test, hypothesis testing, and discussion of research findings.

4.1. The Description of the Data finding

This research is experimental research. The technique used is Orthographic Transcription Technique and the study is aimed to show the effectiveness of Orthographic Transcription Technique in improving students listening skill in the sixth semester of STMIK Widya Pratama Pekalongan. This research was conducted at STMIK Widya Pratama Pekalongan from 4 July to 20 August 2014, in the academic year 2013/2014. The writer took two groups as the samples. Those are the control group and experiment group . The experimental group was taught listening using orthographic transcription while the control group was taught listening without using orthographic transcription technique. Both of them were given pre-test and post-test. The students in the control group are those who are from class 6P4 or from Informatics Study Program while the students in the experimental group are those who are from class 6P5 or from Information System Study Program.

After conducting the experiment, the researcher obtained some data needed. The data analyzed were pre test and post test scores of both groups, control and experiment. Both scores of pre test and post test scores were

compared by using t-test. The data desription of each group presented as the following.

4.1.1 Normality Test

The results of the normality test analysis can be seen in the table below:

4.1.1.1Tests of Normality of the pre test score

Table 4.1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Ctrl G	.131	66	.007	.969	66	.098
Pretest Exp G	.151	66	.001	.968	66	.083

a. Lilliefors Significance Correction

As can be seen from table 4.1, the number of sample for each group is 66. The significant value of pre-test score in control group is 0.098. While the significant value of pre-test score in experimental group is 0.083. It means the distribution of data in both of the groups are normal because the significant value is more than 0.05.

4.1.1.2 Normal Q-Q Plots

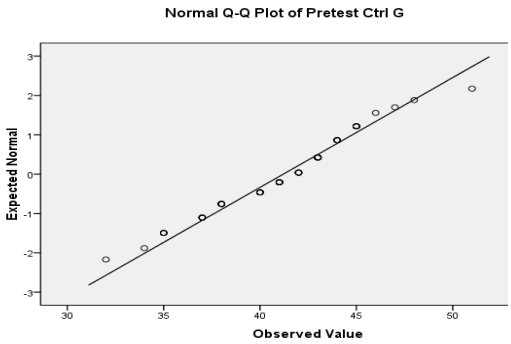

Figure 4.1 Q-Q plots of the normality distribution of pre test score in the control group

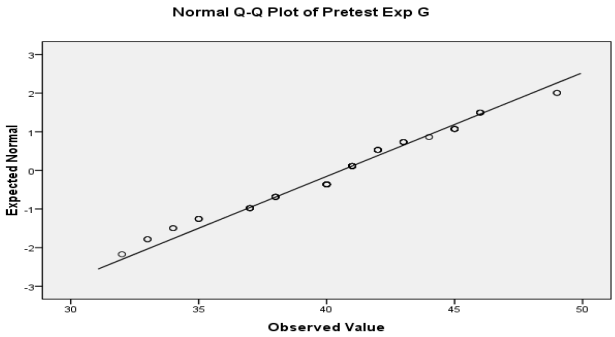

Figure 4.2 Q-Q plots of the normality distribution of the pretest score in the experimental group

The figure of 4.1 and 4.2 illustrate the Q-Q plots that both data of the groups are closed with the scatter plot line. It means the distributions of the data in both of the groups are normal. The analysis may be subjective, other researcher may state that the data is abnormal, thus to support the argument, the Kolmogorov-Smirnov analysis is provided. While, for the homogeneity of the data, Larson (2010:87) states that there are different ways of examining the homogeneity of variances of the data. One of the ways is checking variances by box- plots of groups.

4.1.1.3 Histogram

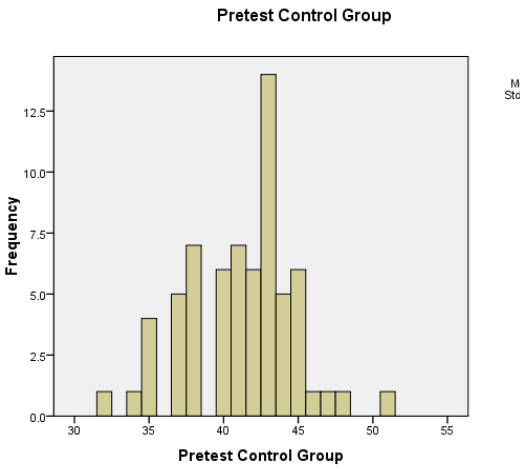

Figure 4.3 The Histogram of Frequency of Pre test in the control group

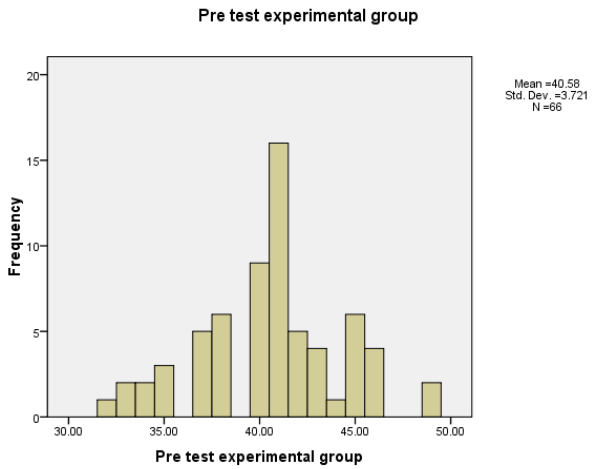

Figure 4.4 The Histogram of Frequency of Pre test in the experimental group

The figure of 4.5 and 4.6 show the histogram of the distribution of pre test score in the control group and experimental group. We may conclude that the distribution of both data are normal, since the scores of both lowest and highest are low and the mean of the scores are in the middle which is in the range of score 43-46 and the peak score is 43 score. We stated that the distribution of the data is normal and tends to be stabil since the model is in a mount or bell shape and the highest bar is in the middle.

4.1.2. Homegeneity Test

The results of the homogeneity test analysis can be seen in the figure below:

4.1.2.1..Box-plots

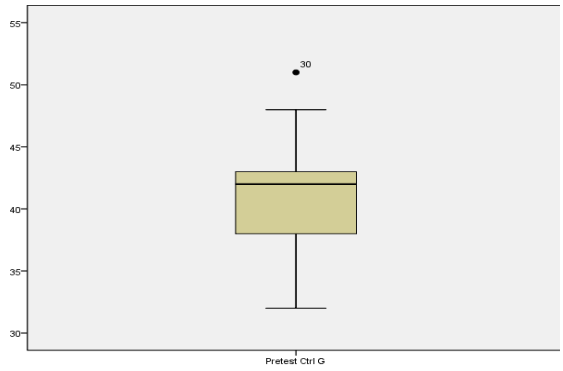

Figure 4.5 The box-plot of homogeneity distribution of the pre test score in the control group

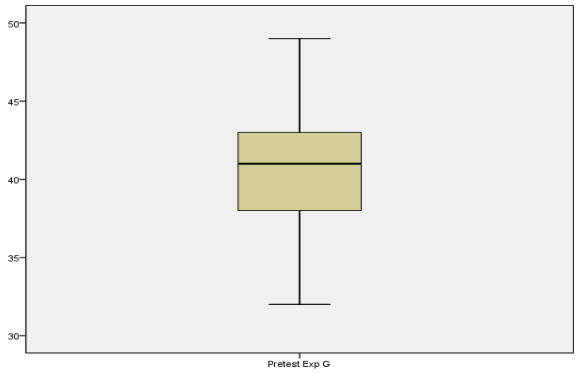

Figure 4.6 The box-plot of homogeneity distribution of the pre test score in the experimental group

The figure of 4.5 and 4.6 are the box-plots display which show the homogeneity of the data. The box area illustrates a visual description of the variance. In both of the boxes in each group shows the homogeny of the data. In the control group pre test, the interquartile range is 6 and the median is about 43, whereas since the most observation are on the high end of the scale, the distributionn is skewed left. A distribution that is skewed left has exactly the opposite characteristics of one that is skewed right; the mean is typically less than the median, the tail of the distribution is longer on the left side than on the right side and the median is closer to the third quartile that to the first quartile. The pretest score of the experimental group showed different distribution, since the most observation tends to be in the middle of the scale, it is skewed symmetric. A symmetric distribution is one where the left and right hand sides of the distribution are roughly equally balanced around the mean. The boxplot of the pretest experimental group shows a typical symmetric distribution. For

symmetric distributions, the mean is approximately equal to the median. The *tails* of the distribution are the parts to the left and to the right, away from the mean. The tail is the part where the counts in the histogram become smaller. For a symmetric distribution, the left and right tails are equally balanced, meaning that they have about the same length. Another property of a symmetric distribution is that its median (second quartile) lies in the middle of its first and third quartiles. The interquartile range of the experimental group pre test score is 5 and the median is about 41.

4.1.3 Significant difference of the pre-test and post-test using paired sample t-test

As stated before that paired-sample t-test is used to analyze the data in the groups consisting of the same samples. In this research, the paired-sample t-test was used to analyze between pre-test and post test of both control and experimental groups. the results may be used to know the listening skill of the sixth semester students in STMIK Widya Pratama Pekalongan before and after being taught with orthographic transcription or with regular technique in each group. The results of analyses can be seen as the following:

4.1.4 paired t-test of the control group

Table 4.2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Control Group	41.21	66	3.580	.441
	Posttest Control Group	42.74	66	4.258	.524

The table above shows the descriptive statistics of the students pre test and post test in the control group. N column is the number of samples consisting 66 samples. Furthermore mean value is 41,21 for the pre-test and 42,74 for the post-test. Both of the mean values show differences, thus there is no enhancement of the most scores of the students. The standard deviation of pre test in the shows 3,580 and for the post test is 4,258. By that analysis it can be seen that the mean difference is 42,74 – 41,21 = 1,53. It means there is an increase for about 1,53 points after students being taught with regular technique.

Table 4.3 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Control Group & Posttest Control Group	66	.296	.016

From the output analysis it can be seen that coefficient corelation is 0,296 it means that the corelation between pre test and post test in the control group is weak. For the corelation test the significant value is 0,016 < 0,05 (level of significant) thus it is significant or refuse H0 it means there is a correlation between pretest and post test.

Table 4.4 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest Control Group Posttest Control Group	-1.530	4.681	.576	-2.681	-.379	-2.656	65	.010

As shown at the table above, for the test hypothesis proposed the significant value is 0,010< 0,05 (level of sig) thus it is stated significant or rejected H0, it means there is a difference value between pretest and post test in the control group. The standard deviation value is 4,681 whereas the standard eror mean is 0,576, while t value shows -2,656 and df shows 65.

4.1.5 Paired t-test of the experimental group

Table 4.5 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test experimental group	40.5758	66	3.72129	.45806
	Post test experimental group	45.1212	66	2.67475	.32924

The table above shows the descriptive statistics of the students pre test and post test in the experiment group. N column is the number of samples consisting 66 samples. Furthermore mean value is 40,5758 for the pre-test and 45,1212 for the post-test. Both of the mean values show differences, thus there is no

enhancement of the most scores of the students. The standard deviation of pre test shows 3,72129 and for the post test is 2,67475. By that analysis it can be seen that the mean difference is 40.5758 – 45.1212 = 4,5454. It means there is an increase for about 4,5454 points after students being taught with orthographic transcription technique.

Table 4.6 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre test experimental group & Post test experimental group	66	.685	.000

From the output analysis it can be seen that coefficient corelation is 0,685 it means that there is corelation between pre test and post test in the control group but it is weakly cathegorized. The significant value shows 0,000 < 0,05(level of significant), thus it is significant or refuse H0 it means there is a correlation between pretest and post test.

Table 4.7 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test experimental group – Post test experimental group	-4.54545	2.71283	.33393	-5.21235	-3.87856	-13.612	65	.000

As shown at the table above, for the test hypothesis proposed the significant value is 0,000< 0,05 (level of sig) thus it is stated significant or rejected H0, it means there is a difference value between pretest and post test in

the control group. The standard deviation value is 2,71283 whereas the standard eror mean is 0,33393, while t value shows -13,612 and df shows 65.

4.1.6 The Significant Difference Between Experimental group and control Group Using Independent Sample t-test.

This study is aimed to know the mean difference of both control and experimental groups so that independent t-test was used. It is used to analyze the data in the groups consisting of the different samples. The result of analysis can be seen as follows:

Table 4.8 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
pre-test	Control	66	41.2121	3.57992	.44066
	experimental	66	40.5758	3.72129	.45806
post-test	Control	66	42.7424	4.25824	.52415
	experimental	66	45.1212	2.67475	.32924

The table above shows some descriptive statistics of the control and experimental groups. The number of the samples of both groups are the same; they are 66 students. The table above shows some descriptive statistics of the control and experimental groups. The number of the samples of both groups are the same; they are 66 students. The mean value of the pre-test in the control group is 41,2121 and the mean value of the pre test in the experimental group is 40,5758. Moreover the mean value of the post test of the control group is 42,7424 and the mean value of the post test of the experimental group is 45,1212. The standard deviation value students pre test score in the control group is 3,57992 and 3,72129 in the experimental group. In addition the standard deviation value

students post test score of the control group is 4,25824 and 2,67475 in the experimental group. Furthermore, the standar error mean column shows 0,44066 as the standard eror mean of students' pre test of the control group and 0,45806 as the standard eror means of students' pre test of the experimental group. For standard eror mean of students' post test in the control group is 0,52415 and standard eror mean of students' post test in the experimental group is 0,32924. By those table description, we may conclude that there are difference in the mean score of the students either in control or experimental group. The mean difference of the experimental group is 40.5758 – 45.1212 = 4,5454, whereas the mean difference of the control group is 42,74 – 41,21 = 1,53. Thus the mean difference of the experimental group is higher than the mean difference of the control group.

Table 4.9 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre-test	Equal variances assumed	.012	.913	1.001	130	.319	.63636	.63561	-.62111	1.89384
	Equal variances not assumed			1.001	129.805	.319	.63636	.63561	-.62113	1.89386
post-test	Equal variances assumed	11.763	.001	-3.843	130	.000	-2.37879	.61898	-3.60336	-1.15421
	Equal variances not assumed			-3.843	109.383	.000	-2.37879	.61898	-3.60554	-1.15204

From the table above, Levene's Test for Equality of Variances of pretest columns shows some information. F value in the pre test both of the groups is 0,012 and 11,763 for the post test. In addition, mean difference value of pre-test is 0,63636 and mean difference value of post-test is -2,37879, whereas the standard error difference value of pre test is 0,63561 and the standard eror difference value of post test is 0,61898.

The statistical hypothesis stated if H0 means there are no difference between pretest and post test either with regular technique or orthographic transcription technique. Whereas Ha means there are significance difference between pretest and post test score either with regular technique or with orthographic transcription technique.

The significant value of pre test both of the groups are 0,319 is bigger than 0,05. It means accepted "H0" or there is no significant difference between pre test scores both of the groups. while, in the post test, the significant value is 0,000 is less than 0,05. It means refuses "H0" or "Ha" thus there is a significant difference between students post test score in the experimental and control groups.

4.2 Matching Test

Before conducting the experiment, it is quite necessary to know the equality of students' listening comprehension on of the two groups, the Experiment I and Experiment II. If the students' listening comprehension of the two groups is different, the result of the experiment will be influenced. To anticipate this problem, the writer analyzes pre-test scores of the two groups by using *t-test* to know the equality of their listening comprehension.

From the t-test of computation of the pre-test scores of control and Experiment group can be seen that significant value is 0,913 is bigger than 0,05 so that H_0 is accepted. It means that there is no significant difference in listening comprehension between the two groups, control and Experimental group.

4.3 The Hypothesis Testing

After analyzing data and getting the result can be concluded the hypothesis of this study related which group gets high score and which group more effective to teach listening in the sixth semester students of STMIK Widya Pratama Pekalongan. There are two hypotheses in this study, as follows:

- **First Hypothesis**

The first hypothesis of this research is that the group who is taught by using orthographic transcription technique has a better achievement in listening comprehension than who is taught by using regular method. In this case, to test the second hypothesis, the writer needs to compare the post-test mean scores of the two groups. The mean of the scores of the control group is 42.74, while the mean of the scores of Experimental group is 45.12. The mean difference between them is 2.38. It can be concluded that the group who is taught by using orthographic transcription technique has a better achievement in listening comprehension than who is taught by using regular Method.

- **Second Hypothesis**

To test whether the first hypothesis is accepted or not, the writer uses *t-test* formula to analyze the data. The data which are analyzed in this research are pre-test and post-test scores of the two groups, control group and experimental group.

In applying the t-test formula, the researcher tested the null hypothesis (H_o) of this research that is there is no significant difference in listening comprehension between students who were taught by using orthographic transcription technique and who were taught by using regular Method. Statistically, the hypothesis can be formulated as H_o (Null Hypothesis): $\mu_1 = \mu_2$.

The formula above means that the mean of the scores of the students who are taught by using orthographic transcription technique is not significantly different from the mean of the scores of who are taught by using regular method. While the alternative hypothesis (H_a) of this research is that there is a significant difference in listening comprehension between students who are taught by using orthographic transcription technique and who are taught by using regular Method. Statistically, the hypothesis can be formulated as H_a (Alternative Hypothesis): $\mu_1 \neq \mu_2$.

The formula above means that the mean of the scores of the students who are taught by using orthographic transcription technique is significantly higher than the mean of the scores of who are taught by using regular method. Moreover, it is known that if t_o (t-observation) is smaller than t_t (t_{table}), H_o is accepted. On the contrary, if t_o (t-observation) is higher than t_t (t_{table}), H_o is rejected.

4.4. The Discussion of Research Findings

This study was conducted to know if orthographic transcription technique is effective in improving students' listening skill. The samples were taken from the sixth semester students of STMIK Widya Pratama Pekalongan. There are control group and experimental group with the number of the sample of each

group is 66 students. In conducting the research, pre-test and post-test were given to get the data. The test was listening comprehension test taken from TOEFL dialogue. The researcher analyzed the data using t-test, either for independent or paired sample.

Based on the result of analysis using independent sample t-test, the significant value of the pre-test in both groups are 0,913 which is bigger than 0,05. It means there is no significant difference between pre-test scores both of the groups. while in the post-test, it shows 0,000 which is less than 0,05. It means there is significant difference, hence improvement of the students' mastery after using orthographic transcription method in teaching and learning process.

In addition to the significant value of independent sample t test, the mean score of the students in experimental and control groups using paired sample t test may indicate the significant effect of using orthographic transcription method. In the experimental group the mean value of the pre test is 40,57 while the mean value of post test is 45,12. It means the score of the students increased after getting treatments for about 5 points higher and there is a progress of their listening comprehension skill. On the other hand, in the control group, the mean value of pre-test is 41,21, whereas the mean value of post-test is 42,74. It means the score of the students increased after getting usual treatments for about 1 point and there is a progress of their listening comprehension skill but the level is less than the students in the experimental group who get the treatment of orthographic transcription method. Based on the result of this study, orthographic transcription

method can be an alternative approach to increase the students listening comprehension skill.

4.4.1 Stages of Teaching by Using orthographic transcription and other technique

One of the differences between orthographic transcription technique and the drilling technique is in the stages of teaching. The table below clearly shows the differences of those teaching techniques:

Table 10. Stages of Teaching

1. **Name of School** : STMIK Widya Pratama Pekalongan **Semester** : Sixth/ VI	2. **Name of School** : STMIK Widya Pratama Pekalongan **Class** : Sixth/ VI
3. **Indicators:** - Active listening - Transcribing - Finding the main idea - Finding the explicit information - Finding the implicit information - Finding the correct transcription - Finding the right answer	1. **Indicators:** - Active listening - Finding the main idea - Finding the explicit information - Finding the implicit information - Finding the right answer
4. **Stages of Teaching (orthographic transcription technique)** **A. Opening** (1) Greeting. (2) Check the students' attendance. (3) Explaining the learning purpose and activity.	2. **Stages of Teaching (drilling technique)** **A. Opening** (1) Greeting. (2) Check the students' attendance. (3) Explaining the learning purpose and activity.
B. Main Activity (1) Teacher tells the students the steps of orthographic transcription technique (2) Teacher distributes the papers to transcribe the dialogue.	**B. Main Activity** (1) Teacher tells the students the steps of the learning technique (2) Teacher distributes the hand out to the students. (3) Teacher asks students to listen

(3) Teacher asks the students to listen and transcribe at the same time. (4) Teacher plays the dialogues three times (5) Teacher plays the dialogue one more time while showing the correct transcription on the slide (6) Teacher asks students to answer the question of the dialogue (7) Teacher asks the students to read their answer loudly (8) Teacher evaluate the students answer by relating with the correct transcription especially for the second speaker dialogue (9) Teacher tells the students the correct answer by giving the how and why based on the transcription written.	to the dialogues three times (4) Teacher asks students to answer the questions and mark the answer on the hand out (5) Teacher asks students to read the answer loudly. (6) Teacher match the answer from the student with the correct answer
C. Closing (1) Teacher reviews the lesson of that day by asking what difficuties faced by the students (2) Teacher tells the students about next material lesson (3) Closing the lesson (Saying goodbye).	**C. Closing** (1) Teacher reviews the lesson of that day by asking what difficulties faced by the students (2) Teacher tell the students about next material lesson (3) Closing the lesson (Saying goodbye).

Table 2.2 illustrates how one single lesson has different stages of teaching between the two ways. In orthographic transcription technique students are asked to write orthographically at the same time they are listening to the recordings. It is helping them to stay focus on the listening. In the drilling technique, students just listen and try to guest what is the answer of the question on the regular method. The method believes that

direct explanation from the teacher is the most effective and efficient to teach students.

Orthographic transcription technique consists of attractive steps that allow the students to explore their understanding of the listening text by transcribing. Meanwhile, the regular method is in the opposite. The teacher is the source of learning and the decision maker. The teacher directly transfers his knowledge to the students when the class starting to discuss about the correct answer of the listening text. What the students only need to do on the post activity is listening to the teacher's explanation.

Transcribing while listening is the first step of orthographic transcription technique that makes this technique more active. This technique will make the student stay focused on the listening lesson.

The main activity of the technique is transcribing and the post activity is observing and checking the complete and correct transcription on the slide. The post activity is believed to give a better understanding of the vocabularies for the students. It will also help the teacher to check the students improvement by seeing the result of the transcription day by day. In the regular method that the teacher directly tells the students about the correct answer and then the meaning of some difficult vocabulary and students need to memorize each word, it is hard and less interesting for some students.

Both of the ways are evaluated using a test in the form listening test. The materials used in the test are the same as both of the listening teaching ways.

4.4.2. General Differences between Orthographic Transcription and other technique

Different from the regular technique, which put source of learning to the teacher, orthographic transcription technique is a technique that actively involves the students or listener in the teaching and learning process. Students will learn best when they are involved in teaching and learning process. Because it is student-centered technique, it is not only the teacher domination but the students also doing active listening and writing. This method consists of fun and attractive steps that increase students' listening comprehension. General differences between orthographic transcription technique and the regular one can be seen clearly from the table below:

Table 4.11 General differences between orthographic transcription technique and regular technique

Orthographic transcription technique	Regular technique
- Student centered - work individually - consist of four stages: 1)listening ; 2) transcribing; 3) seeing the right transcription; 4) looking for the implied meaning by answering the question of the dialogue - teacher plays role as a facilitator	- teacher centered - work individually - consist of three stages: 1)listening ; 2)answering the question; 3)looking for the correct aswer - teacher plays role as a decision maker and source of learning

In orthographic transcription technique the students have a chance to write or transcribe during listening. They also have chance to complete the transcription by listening three times. They will follow the lesson actively and anthusiasly since they will be in full concentration of listening and transcribing. By applying this technique, it is assumed that the students will develop their ability in listening and improving their vocabulary mastery. Therefore, it is assumed that orthographic transcription technique is effective to improve the students' listening ability.

On the other hand, the regular method is teacher centered method. The teacher plays dominant role in teaching and learning process. In this method, the teacher just ask students to listen to dialogue and answer the questions of it. After listening, teachers will actively give explanation about the correct answer of each dialogue. The students become passive learner who have lack of opportunities to be more active in the classroom. The students just become the follower and depend on the teacher during the teaching and learning process. Teaching and learning process become monotonous and boring. The student will be passive and tends to be sleepy during the lesson, since they have to listen to some dialogue for quite a while.

Based on the conclusion of the study that there is a bigger significant difference of using orthographic transcription technique in the teaching and learning to improve the students' listening skill,

4.4.3. The Strengths of Orthographic Transcription

a. Students are provided with a technique that helps them to improve their listening comprehension skills.

b. Students learn to visualize their understanding of listening by writing of what they hear during listening session.
c. Students become actively involved in teaching and learning process by active listening and writing.
d. This technique is fun and appropriate for elementary through college age students. It is effective to be applied either at school or at home.
e. Students may train to jot down information in orthographic transcription as they are listening to English talks, but in some tests, they may not be allowed to write anything.
f. Transcribing orthographically while listening may keep the student stay focus and help in remember the core information, hence training students to acquire the listening skill. In addition, the teacher can monitor the students' listening progress in every meeting by the text written by students.

Based on the data processing through SPSS, there were normality and homogeneity test to see the normality distribution of the data, the independent sample t-test of control and experimental group and the paired sample t test of them. It was found that there was a significant difference in pre test and post test either in the control or experimental group. The further details of the results are explained in some tables below.

4.4.4 The achievement and objective of the study

This study has two objectives, they are (1) To show the effectiveness of Orthographic Transcription Technique in improving the students' listening skill in STMIK Widya Pratama Pekalongan and (2) To find why Orthographic

Transcription Technique may improve students' listening skill in STMIK Widya Pratama Pekalongan.

Based on the result of analysis using independent sample t-test, the significant value of the pre-test in both groups are 0,913 which is bigger than 0,05. It means there is no significant difference between pre-test scores both of the groups. while in the post-test, it shows 0,000 which is less than 0,05. It means there is significant difference, hence improvement of the students' mastery after using orthographic transcription method in teaching and learning process.

In addition to the significant value of independent sample t test, the mean score of the students in experimental and control groups using paired sample t test may indicate the significant effect of using orthographic transcription method. In the experimental group the mean value of the pre test is 40,57580 while the mean value of post test is 45,1212. It means the score of the students increased after getting treatments for about 5 points higher and there is a progress of their listening comprehension skill. On the other hand, in the control group, the mean value of pre-test is 41,2121, whereas the mean value of post-test is 42,7424. It means the score of the students increased after getting usual treatments for about 1 point and there is a progress of their listening comprehension skill but the level is less than the students in the experimental group who get the treatment of orthographic transcription method. Based on the result of this study, orthographic transcription method can be an alternative approach to increase the students listening comprehension skill. As stated in previous researches Hamada (2012) conducted an experimental research improving listening skills through shadowing

at Akita University. The researcher used Shadowing method to improve students listening skills. Verdugo and Belmonte (2007) conducted an experimental research in improving listening comprehension in spanish young learners of English. The researchers used digital stories to improve learners listening comprehension. This study gave the different finding that orthographic transcription technique can be used to improve the students' listening skill.

The second objective is to answer the question of why can orthographic transcription technique is effective in improving students listening skill in the sixth semester students of STMIK Widya Pratama Pekalongan in academic year 2014/2015. The effectiveness of orthographic transcription technique in improving students listening skill in the sixth semester students of STMIK Widya Pratama Pekalongan in academic year 2014/2015 are explained in the following pharagraphs.

Morley Catherine 2007 stated that in real life listening, students will deffenately use the combination of the two processes, they are top down and bottom up listening which depend on their reasons for listening. Nevertheless, those two types of listening may also be practiced separately, since the skills used are quite different. The top down process will concern more on the understanding of the listener of the context and co-text of the situation. Listener will try to relate about what they hear with their experience and knowledge. The Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps. Though this skill will come to be more difficult if the listener listen to a foreign

language which they haven't understood many of the vocabularies. This research is conducted to find why can othographic transcription technique effective to improve students' listening skill. The Orthographic Transcription Technique is effective in improving one of the processes in listening, that is the bottom up process. The technique will give students more understanding of vocabularies by seeing, checking and discussing the correct transcription in the post activity.

As stated by Wipf in Vandergrift (2000) that listening is an invisible mental process, making it difficult to be described. Listeners must discriminate between sounds, understand vocabulary and grammatical structures. Though successful listening will depend on the ability to combine the two types of processing that are top down and bottom up process. The use of orthographic transcription technique will help one of this processes that is the bottom up process, and in this research, it is proven to be effective.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication and suggestion of the study. It is divided into three parts: conclusion, implication and suggestion.

5.1 Conclusion

The purposes of this research are to show the effectiveness of orthographic transcription technique in improving students listening skill of the sixth semester students of STMIK Widya Pratama Pekalongan in academic yesr 2014/2015 and to find the factor that supports the effectiveness of improving listening skill using orthographic transcription technique for the sixth semester students of STMIK Widya Pratama Pekaongan in academic year 2014//2015.

To gain those two purposes, the writer employs experimental research in which there are two groups, they are experimental and control group. The experimental group is treated using orthographic transcription technique while the control group is not treated using that technique. Before the treatement implementation they have pre-test and get post-test after the treatment.

Based on the result of analysis using independent sample t-test, the significant value of the pre-test in both groups are 0,913 which is bigger than 0,05. It means there is no significant difference between pre-test scores both of the groups. while in the post-test, it shows 0,000 which is less than 0,05. It means there is significant difference, hence improvement of the students' mastery after using orthographic transcription technique in teaching and learning process.

In addition to the significant value of independent sample t test, the mean score of the students in experimental and control groups using paired sample t test may indicate the significant effect of using orthographic transcription technique. In the experimental group the mean value of the pre test is 40,57 while the mean value of post-test is 45,12. It means the score of the students increased after getting treatments for about 5 points higher and there is a progress of their listening comprehension skill. On the other hand, in the control group, the mean value of pre-test is 41,21, whereas the mean value of post-test is 42,74. It means the score of the students increased after getting usual treatments for about 1 point and there is a progress of their listening comprehension skill but the level is less than the students in the experimental group who get the treatment of orthographic transcription technique. Based on the result of this study, orthographic transcription technique can be an alternative approach to increase the students listening comprehension skill. As stated in previous researches Hamada (2012) conducted an experimental research improving listening skills through shadowing at Akita University. The researcher used Shadowing technique to improve students listening skills. Verdugo and Belmonte (2007) conducted an experimental research in improving listening comprehension in spanish young learners of English. The researchers used digital stories to improve learners listening comprehension. This study gave the different finding that orthographic transcription technique can be used to improve the students' listening skill, especially in listening comprehension of TOEFL.

After analyzing the data, the researcher concludes that the sixth semester students in listening skill especially in listening comprehension TOEFL before being taught with orthographic transcription technique is still low. It can be seen from the pre-test mean score is 40,57. The next, after being taught with orthographic transcription technique the students' score increased to 45,12. In addition, there is significant difference of the students listening comprehension skill before and after using orthographic transcription technique. It can be known from the significant value of the t-test result. The significant value of post-test score both of groups using independent t-test analysis shows 0,001 lower than 0,05. It indicates that using orthographic transcription technique has significant effect to improve the student's listening skill. In addition, the significant value of analysis using paired sample t-test in the experimental group is 0,000, whereas the significant value of analysis using paired sample t-test in the control group is 0,010. It means there is a significant difference between the students' pre-test and post-test score in the control group but in low level of improvement. It can be said that if the students are taught without orthographic transcription technique there is low improvement of the students' listening skill.

In accordance with the second purpose of why can orthographic transcription technique is effective in improving students' listening skill in the sixth semester students of STMIK Widya Pratama Pekalongan in academic year 2014/2015. It is effective for the technique will support one of the two processes in listening, that is the Bottom-up listening activity. The activity is involve the basic knowledge of language that is the vocabulary mastery and undertsanding.

The stages of learning with orthographic transcriptio technique give the students many inputs of vocabularies.

5.2. Implication

Based on the conclusion, orthographic transcription technique is an effective method to teach listening and may be one of the alternatives in improving listening skill. In orthographic transcription technique, it has principle that students can learn best when they do the technique regularly and continuously. Orthographic transcription technique makes the students pay more attention during teaching and learning process. They will stay concentrating while listening and writing. Not only stop right there, by the transcription result, teacher may observe the student progress or improvement in listening skill. Based on the explanation above, it is reasonable and logical if teachers are suggested to use orthographic transcription technique as an alternative in teaching listening in order to improve students listening skills. In order to get the expected result, teachers need to prepare this technique for teaching listening. Teacher should consider that we live in a country that English is used as a foreign language. The teachers should have full power of energy and give appropriate example for the students. They also have to explain clear procedure so that the students will not be confused about what they have to do. The teachers will get the reusult in line with their expectation when they give their best effort.

5.3. Suggestion

Based on the conclusion of the study that there is a bigger significant difference of using orthographic transcription technique in the teaching and

learning to improve the students' listening skill, the researcher has some suggestions as follows:

a). English Teachers

(1) for the teacher, orthographic transcription technique is a technique which can be used in teaching English, especially in teaching listening comprehension. Transcribing orthographically while listening may keep the student stay focus and help in remember the core information, hence training students to acquire the listening skill. In addition, the teacher can monitor the students' listening progress in every meeting by the text written by students,

b). Students

For the students, they may train to jot down information in orthographic transcription as they are listening to English talks, but in some tests, they may not allowed to write anything

c). Other Researchers

The writer understands that his research is not the only topic that is studied. The result of the study merely confirms the hypothesis, but it does not prove that something is absolutely true at all time. Thus, the research needs considerable improvement of thought for further research studies. (3) for future researchers, they may want to conduct Research & Development, yielding a teaching model, employing the orthographic technique to improve the listening skill, but not for testing

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APPENDIXES 1

List of students of the control group and the pre test score result

NO	NAME	STUDENT NUMBER	PRE TEST SCORE
1	Student 1a	11.240.00**	42
2	Student 2a	11.240.00**	37
3	Student 3a	11.240.00**	42
4	Student 4a	11.240.00**	40
5	Student 5a	11.240.00**	43
6	Student 6a	11.240.01**	43
7	Student 7a	11.240.01**	32
8	Student 8a	11.240.01**	44
9	Student 9a	11.240.01**	45
10	Student 10a	11.240.01**	43
11	Student 11a	11.240.0***	41
12	Student 12a	11.240.0***	42
13	Student 13a	11.240.0***	38
14	Student 14a	11.240.0***	38
15	Student 15a	11.240.0***	37
16	Student 16a	11.240.0***	43
17	Student 17a	11.240.0***	43
18	Student 18a	11.240.0***	42
19	Student 19a	11.240.0***	45
20	Student 20a	11.240.0***	34
21	Student 21a	11.240.0***	40
22	Student 22a	11.240.0***	41
23	Student 23a	11.240.0***	42
24	Student 24a	11.240.0***	40
25	Student 25a	11.240.0***	35
26	Student 26a	11.240.0***	38
27	Student 27a	11.240.0***	42
28	Student 28a	11.240.0***	35
29	Student 29a	11.240.0***	43
30	Student 30a	11.240.0***	51
31	Student 31a	11.240.0***	37
32	Student 32a	11.240.0***	43
33	Student 33a	11.240.0***	43
34	Student 34a	11.240.0***	46
35	Student 35a	11.240.0***	41

List of students of the control group and the pre test score result

NO	NAME	STUDENT NUMBER	PRE TEST SCORE
36	Student 36a	11.240.0***	42
37	Student 37a	11.240.0***	37
38	Student 38a	11.240.0***	43
39	Student 39a	11.240.0***	45
40	Student 40a	11.240.0***	39
41	Student 41a	11.240.0***	41
42	Student 42a	11.240.0***	43
43	Student 43a	11.240.0***	44
44	Student 44a	11.240.0***	46
45	Student 45a	11.240.0***	39
46	Student 46a	11.240.0***	45
47	Student 47a	11.240.0***	41
48	Student 48a	11.240.0***	42
49	Student 49a	11.240.0***	43
50	Student 50a	11.240.0***	50
51	Student 51a	11.240.0***	47
52	Student 52a	11.240.0***	44
53	Student 53a	11.240.0***	45
54	Student 54a	11.240.0***	50
55	Student 55a	11.240.0***	51
56	Student 56a	11.240.0***	39
57	Student 57a	11.240.0***	37
58	Student 58a	11.240.0***	44
59	Student 59a	11.240.0***	44
60	Student 60a	11.240.0***	44
61	Student 61a	11.240.0***	41
62	Student 62a	11.240.0***	39
63	Student 63a	11.240.0***	44
64	Student 64a	11.240.0***	50
65	Student 65a	11.240.0***	43
66	Student 66a	11.240.0***	51

APPENDIXES 2

List of students of the control group and the post test score result

NO	NAME	STUDENT NUMBER	POST TEST SCORE
1	Student 1a	11.240.000*	39
2	Student 2a	11.240.00**	44
3	Student 3a	11.240.00**	45
4	Student 4a	11.240.00**	49
5	Student 5a	11.240.00**	45
6	Student 6a	11.240.0***	31
7	Student 7a	11.240.0***	41
8	Student 8a	11.240.0***	37
9	Student 9a	11.240.0***	41
10	Student 10a	11.240.0***	43
11	Student 11a	11.240.0***	37
12	Student 12a	11.240.0***	39
13	Student 13a	11.240.0***	43
14	Student 14a	11.240.0***	42
15	Student 15a	11.240.0***	39
16	Student 16a	11.240.0***	43
17	Student 17a	11.240.0***	44
18	Student 18a	11.240.0***	41
19	Student 19a	11.240.0***	45
20	Student 20a	11.240.0***	34
21	Student 21a	11.240.0***	41
22	Student 22a	11.240.0***	48
23	Student 23a	11.240.0***	42
24	Student 24a	11.240.0***	48
25	Student 25a	11.240.0***	39
26	Student 26a	11.240.0***	45
27	Student 27a	11.240.0***	42
28	Student 28a	11.240.0***	42
29	Student 29a	11.240.0***	34
30	Student 30a	11.240.0***	49
31	Student 31a	11.240.0***	37
32	Student 32a	11.240.0***	39
33	Student 33a	11.240.0***	48
34	Student 34a	11.240.0***	49
35	Student 35a	11.240.0***	43

List of students of the control group and the post test score result

NO	NAME	STUDENT NUMBER	PRE TEST SCORE
36	Student 36a	11.240.0***	42
37	Student 37a	11.240.0***	37
38	Student 38a	11.240.0***	43
39	Student 39a	11.240.0***	45
40	Student 40a	11.240.0***	39
41	Student 41a	11.240.0***	41
42	Student 42a	11.240.0***	43
43	Student 43a	11.240.0***	44
44	Student 44a	11.240.0***	46
45	Student 45a	11.240.0***	39
46	Student 46a	11.240.0***	45
47	Student 47a	11.240.0***	41
48	Student 48a	11.240.0***	42
49	Student 49a	11.240.0***	43
50	Student 50a	11.240.0***	50
51	Student 51a	11.240.0***	47
52	Student 52a	11.240.0***	44
53	Student 53a	11.240.0***	45
54	Student 54a	11.240.0***	50
55	Student 55a	11.240.0***	51
56	Student 56a	11.240.0***	39
57	Student 57a	11.240.0***	37
58	Student 58a	11.240.0***	44
59	Student 59a	11.240.0***	44
60	Student 60a	11.240.0***	44
61	Student 61a	11.240.0***	41
62	Student 62a	11.240.0***	39
63	Student 63a	11.240.0***	44
64	Student 64a	11.240.0***	50
65	Student 65a	11.240.0***	43
66	Student 66a	11.240.0***	51

APPENDIXES 3

List of students of the experimental group and the pre test score result

NO	NAME	STUDENT NUMBER	PRE TEST SCORE
1	Student 1b	11.230.000*	46
2	Student 2b	11.230.00**	35
3	Student 3b	11.230.00**	42
4	Student 4b	11.230.00**	40
5	Student 5b	11.230.00**	40
6	Student 6b	11.230.00**	41
7	Student 7b	11.230.00**	42
8	Student 8b	11.230.00**	38
9	Student 9b	11.230.00**	45
10	Student 10b	11.230.00**	43
11	Student 11b	11.230.00**	45
12	Student 12b	11.230.00**	37
13	Student 13b	11.230.00**	41
14	Student 14b	11.230.00**	46
15	Student 15b	11.230.00**	46
16	Student 16b	11.230.00**	41
17	Student 17b	11.230.00**	43
18	Student 18b	11.230.00**	41
19	Student 19b	11.230.00**	44
20	Student 20b	11.230.00**	41
21	Student 21b	11.230.00**	45
22	Student 22b	11.230.00**	45
23	Student 23b	11.230.00**	37
24	Student 24b	11.230.00**	37
25	Student 25b	11.230.00**	41
26	Student 26b	11.230.00**	41
27	Student 27b	11.230.00**	43
28	Student 28b	11.230.00**	42
29	Student 29b	11.230.00**	41
30	Student 30b	11.230.00**	40
31	Student 31b	11.230.00**	42
32	Student 32b	11.230.0***	37
33	Student 33b	11.230.0***	38
34	Student 34b	11.230.0***	41
35	Student 35b	11.230.0***	41

List of students of the experimental group and the pre test score result

NO	NAMA	NIM	PRE TEST SCORE
36	Student 36b	11.230.0***	45
37	Student 37b	11.230.0***	45
38	Student 38b	11.230.0***	38
39	Student 39b	11.240.000*	40
40	Student 40b	11.240.00**	37
41	Student 41b	11.240.00**	41
42	Student 42b	11.240.00**	46
43	Student 43b	11.240.00**	43
44	Student 44b	11.240.00**	40
45	Student 45b	11.240.00**	40
46	Student 46b	11.240.00**	41
47	Student 47b	11.240.00**	33
48	Student 48b	11.240.00**	49
49	Student 49b	11.240.00**	38
50	Student 50b	11.240.00**	38
51	Student 51b	11.240.00**	38
52	Student 52b	11.240.00**	49
53	Student 53b	11.240.00**	32
54	Student 54b	11.240.00**	40
55	Student 55b	11.240.00**	40
56	Student 56b	11.240.00**	35
57	Student 57b	11.240.00**	41
58	Student 58b	11.240.00**	41
59	Student 59b	11.240.0***	41
60	Student 60b	11.240.0***	34
61	Student 61b	11.240.0***	40
62	Student 62b	11.240.0***	34
63	Student 63b	11.240.0***	33
64	Student 64b	11.240.0***	41
65	Student 65b	11.240.0***	35
66	Student 66b	11.240.0***	42

APPENDIXES 4

List of students of the experimental group and the post test score result

NO	NAME	STUDENT NUMBER	POST TEST SCORE
1	Student 1b	11.230.000*	47
2	Student 2b	11.230.00**	46
3	Student 3b	11.230.00**	45
4	Student 4b	11.230.0**	47
5	Student 5b	11.230.00**	46
6	Student 6b	11.230.00**	45
7	Student 7b	11.230.00**	47
8	Student 8b	11.230.00**	46
9	Student 9b	11.230.00**	47
10	Student 10b	11.230.00**	45
11	Student 11b	11.230.00**	46
12	Student 12b	11.230.00**	47
13	Student 13b	11.230.00**	47
14	Student 14b	11.230.00**	50
15	Student 15b	11.230.00**	51
16	Student 16b	11.230.00**	47
17	Student 17b	11.230.00**	47
18	Student 18b	11.230.00**	45
19	Student 19b	11.230.00**	45
20	Student 20b	11.230.00**	47
21	Student 21b	11.230.00**	48
22	Student 22b	11.230.00**	45
23	Student 23b	11.230.00**	47
24	Student 24b	11.230.00**	46
25	Student 25b	11.230.00**	45
26	Student 26b	11.230.00**	47
27	Student 27b	11.230.00**	47
28	Student 28b	11.230.00**	45
29	Student 29b	11.230.00**	45
30	Student 30b	11.230.00**	45
31	Student 31b	11.230.00**	46
32	Student 32b	11.230.0***	44
33	Student 33b	11.230.0***	44
34	Student 34b	11.230.0***	45
35	Student 35b	11.230.0***	44

List of students of the experimental group and the post test score result

NO	NAME	STUDENT NUMBER	POST TEST SCORE
36	Student 36b	11.230.0***	45
37	Student 37b	11.230.0***	45
38	Student 38b	11.230.0***	45
39	Student 39b	11.240.000*	43
40	Student 40b	11.240.00**	41
41	Student 41b	11.240.00**	43
42	Student 42b	11.240.00**	50
43	Student 43b	11.240.00**	44
44	Student 44b	11.240.00**	41
45	Student 45b	11.240.00**	42
46	Student 46b	11.240.00**	45
47	Student 47b	11.240.00**	43
48	Student 48b	11.240.00**	52
49	Student 49b	11.240.00**	39
50	Student 50b	11.240.00**	45
51	Student 51b	11.240.00**	46
52	Student 52b	11.240.00**	50
53	Student 53b	11.240.00**	39
54	Student 54b	11.240.00**	45
55	Student 55b	11.240.00**	45
56	Student 56b	11.240.00**	43
57	Student 57b	11.240.00**	44
58	Student 58b	11.240.00**	45
59	Student 59b	11.240.0***	47
60	Student 60b	11.240.0***	39
61	Student 61b	11.240.0***	43
62	Student 62b	11.240.0***	43
63	Student 63b	11.240.0***	41
64	Student 64b	11.240.0***	47
65	Student 65b	11.240.0***	39
66	Student 66b	11.240.0***	43

APPENDIXES 5

The results of pretest in scale

Pre test control group in scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-34	2	3.0	3.0	3.0
	35-38	16	24.2	24.2	27.3
	39-42	19	28.8	28.8	56.1
	43-46	26	39.4	39.4	95.5
	47-50	2	3.0	3.0	98.5
	51-54	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

Pre test experimental group in scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-34	5	7.6	7.6	7.6
	35-38	14	21.2	21.2	28.8
	39-42	31	47.0	47.0	75.8
	43-46	14	21.2	21.2	97.0
	47-50	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

APPENDIXES 6

The result of post test in scale

Posttest Control Group frequency of distribution in scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-34	3	4.5	4.5	4.5
	35-38	5	7.6	7.6	12.1
	39-42	22	33.3	33.3	45.5
	43-46	24	36.4	36.4	81.8
	47-50	10	15.2	15.2	97.0
	51-54	2	3.0	3.0	100.0
	Total	66	100.0	100.0	

Post test Experimental Group frequency of distribution in scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39-42	8	12.1	12.1	12.1
	43-46	38	57.6	57.6	69.7
	47-50	18	27.3	27.3	97.0
	51-54	2	3.0	3.0	100.0
	Total	66	100.0	100.0	