THE CORRELATION BETWEEN THE ACHIEVEMENTS OF EXTENSIVE READING, STRUCTURE, AND LISTENING COMPREHENSION, AND THE ACHIEVEMENT OF DICTATION

A THESIS

In Partial Fulfilment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

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APPROVAL SHEET

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ABSTRACT

Title : The Correlation between the Achievements of Extensive Reading, Structure, and Listening Comprehension, and the Achievement of Dictation

No. of Pages : 60

Researcher : Ninik Erni Purnomo

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Subject Area : A study to find out whether there is a high, significant, and positive correlation between the achievements of extensive reading (vocabulary), structure, and listening comprehension, and the achievement of dictation

Manzi (1992: 38-40), through his error analysis, has found out that there are two major types of errors that learners tend to make in their dictation, namely comprehension errors and phonological/spelling errors. The first type of errors, the comprehension errors, include meaning errors and structural errors. Meaning errors are caused by the learners' lack of listening skill, while structural errors are caused by their lack of structural competence. The second major type of errors, the phonological/spelling errors are caused by the learners' lack of vocabulary competence.

In this study the writer wants to find out whether there are high, significant, and positive correlations between the extensive reading (vocabulary) and the dictation achievements, between the structure and the dictation achievements, and between the listening and the dictation achievements. This study is limited on the correlations mentioned above. Thus, the variables of this study are the exrensive reading, the structure, and the listening achievements as the independent variables, and the dictation achievement as the dependent variable. Other variables such as the students' aptitude, intelligence,

home environment, et cetera are beyond the scope of this study. In conducting this study the writer needs the students' scores of extensive reading, structure, listening, and dictation.

This study is a descriptive study which concerns with the relationships that exist. The sub-category of this descriptive study is a correlational study. The subject of this study are 100 students from the first semester students of the English Department of Widya mandala University belonging to the 1995/1996 academic year. The writer got a permission from the Head of the English Department to get the data.

In analyzing the data, first the writer presents the data in the form of a table to clarify them. To know whether the relationships are linear or not the equation formula of the prediction line given by Horvarth (1985: 284) is applied. Then the writer makes the diagrams. To know whether the correlations are positive or negative, the criteria given by Walker and Lev (1958: 212) are used. After that, to test the findings, the hypotheses are formulated. To test the hypotheses the writer calculates the correlations using the Pearson Product-Moment correlation. Then to know which hypothesis (Ha or Ho) is accepted, the critical value of r Product-Moment with significant level of 5% is applied. To know whether the correlations are significant or not, the writer also considers the value of the correlation coefficient compared to the critical value of r Product-Moment. After that the witer does the calculation of the data. Finally, the writer draws the conclusion.

The result of this study is that there are moderate, significant, and positive correlations between the extensive reading (vocabulary) and the dictation achievements, between the structure and the dictation achievements, and between the listening and the dictation comprehension.