THE EFFECT OF DICTO-COMP TECHNIQUE ON STUDENT'S LISTENING COMPREHENSION

(Quasi-Experimental Study at Tenth Grade Students of Al-Islam Islamic Boarding School, Joresan-Mlarak, Ponorogo in Academic Year 2016/2017)

THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is the receptive skill that has a vital role to get information and knowledge. According to Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.[1]Listening comprehension is one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it.[2]It can be pointed out that listening is the process of receiving utterance, understanding the meaning and responding what people heard.

It is widely believed that listening plays an important role in language learning.Students benefit from listening activities not only to get the information but also to learn how to pronounce, know the meaning of those words from what they heard, and develop their language. Rost states that listening is significant in language learningbecause it provides input for learners and it plays an important role in the development of learners' language.[3]Anita Jones Vogely notesthat

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[1]Abbas Pourhosein Gilakjani & Narjes Banou Sabouri,"The Significance of Listening Comprehension in English Language Teaching,"Theory and Practice in Language Studies, Vol. 6, No. 8(August, 2016), 1671.

[2]Abbas Pourhosein Gilakjani1& Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review,"English Language Teaching, Vol. 9, No. 6(May, 2016), 123.

[3]Abbas Pourhosein Gilakjani& Narjes Banou Sabouri, op. cit. 1670.

listening is the most frequently used skill in the language classrooms.[4]In sum, listening comprehension has significance role for students, because of listening is a fundamental thing to understand the other skill like writing, reading, and speaking.

Moreover, learning listening is challenging for students because there are many factors that they need to know. Some students may have difficulties to understand native speaker utterances, they speak too fast, consequently, and students may have difficulties to catch the words. Then, they frequently cannot focus on the record sound or dialogue, especially when they encounter unknown words, and this makes them think merely on its meaning than neglect the next information.

In fact, the listening skill is frequently under practiced by students as some of teachers pay less attention to teach it in the classroom. This is due to the fact that the listening skill requires extra preparations, such as choosing the text, bringing a speaker, setting up the language laboratory and other related tools. Although some schools have been providing the language laboratory to support students' listening skill, it is likely true that generally the process of teaching listening is not optimal yet. This indicates the success of teaching listening is not merely affected by the availability of supporting tool or media, whereas it may be also determined by the ways how teachers deliver the instruction through varieties of appropriate techniques or strategies in learning.

[4]Anita Jones Vogely,"Listening comprehension anxiety: Students' Reported Sources and Solutions, "Foreign Language Annals, Vol.31,No.8(1998),67.

Based on researcher's pre-observation in Al-Islam Islamic Boarding School, it was found out that students still found the difficulty in listening skill. They got the difficulty in interpreting what they listened, they were not able to predict the sound, intonation, and stress from the speaker. This happened because the students pay less attention on listening material and they chatted with the other students, so that they did not get the message that they heard from the speaker consequently they could not understand the meaning of words, so that they did not get the message that they heard from the speaker consequently they could not know the meaning of words.

Teaching technique is needed by the teacher in teaching learning process in order to make the students interested on the material given. By using an appropriate technique, the teacher is able to perform well, so that the result of the teaching learning was satisfactory. Hassan M. Kassemclaims that the use of listening strategies can enhance students' listening self-efficacy, as they can help students overcomebarriers that hinder listening comprehension and develop a more positive listening self-concept.[5]In teaching learning process, students need a technique because it is an initial foundation to achieve a success in learning.

One of the techniques that have been applied and used widely in teaching listening comprehension is dicto-comp. This technique is first suggested by Wishon and Burks and it is described in detail by Riley and Celce-Murcia and Hilles. Nation & Newton define dicto-comp is a technique that works with much larger units of language than phrases and clauses. In the dicto-comp, students

[5]Hassan M. Kassem, "The Relationship between Listening Strategies Used by Egyptian EFLCollege Sophomores and Their Listening Comprehension andSelf-Efficacy," English Language Teaching; Vol. 8, No. 2 (Januari, 2015), 157.

listen to the text from teacher reads for several times. Then, students write what they can remember without any further help.

The use of dicto-comp as a traditional technique frequently left in teaching learning process. It happens because of dissatisfaction both with traditional dictation or composition. Dictation is often read slowly, it becomes the teaching look like spelling drills. On the other hand, to control and mark the students' mistake in the composition is a challenge for the teachers.

However, if teachers present dicto-comp technique appropriately, it is believed that this technique will help students in listening comprehension. This technique demands careful in the listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, to elaborate, and to use English in a particular context, the vocabulary or phrases useful in that particular context, and to organize the material.[6] In addition, according to Riley in Wasik dicto-comp involves "proceeding from imitation to improvisation". It improves performance and the quality of the produced language. It may also raise students' awareness of discourse structure, promote practices in the language in the meaningful context, improve listening and writing skills and teach aspects of vocabulary and grammar.[7]

In sum, although dicto-com is neglected as a traditional teaching technique, many teachers consider it as a productive technique in teaching listening and some of them are still practicing it to help students learn listening. In

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[6]Ayesha Basiruddin."Variation in Dicto-comp," English Teaching Forum, Vol.30, No.3(July, 1992), 44.

[7]Ewa Wasik. "Play it Again Sam: on Effectiveness of Repetition", (2000), 4-5 from http://www.hltmag.co.uk/jul06/mart03.htm accessed on 6 March 2017.

listening comprehension, this technique provides students with ideas, language items, and text organization. Hence, the technique can help students to find the information about the text during the listening process.

Based on the description above, it is important to find out the effect of dicto-comp technique in teaching listening comprehension. The researcher had taken location in Al-Islam Islamic boarding School to apply this method. This study focuses on tenth-grade students of Al-Islam Islamic Boarding School in academic year 2016/2017. The title of this study is "The effect of dicto-comp technique on student's listening comprehension(Quasi- Experimental Study at Tenth Grade Students of Al-Islam Islamic Boarding School, Joresan-Mlarak, Ponorogo in Academic Year 2016/2017)."

B. Limitation of the Problem

To avoid a far-ranging discussion, this study focuses on the effect of dicto-comp technique on students listening comprehension (quasi-experimental study at Al-Islam Islamic Boarding School, Joresan-Mlarak, Ponorogo in academic year 2016/2017).

In this study, dicto-comp refers to the technique used as the treatment in teaching listening. Students listen an auditory material (refers to teacher's voice) at a normal rate of speech, and they write down from their memory what they have heard. Meanwhile, listening comprehension deals with the student's ability in catching the main idea, the characteristic of figure, the moral value, the explicit and implicit information from the text.

C. Statement of the Problem

Based on the background above, the research problem is formulated as follows.

"Do the students who are taught by using dicto-comp technique get a better score in listening than those who aretaught by using the ordinary method at tenth grade of Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo in academic year 2016/2017?"

D. Objective of the Study

The objective of the study is to find the effect of the dicto-comp technique in the listening comprehension at tenth grade of Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo in academic year 2016/2017.

E. Significances of the Study

Basically, all study activities should have purpose and significance. The result of the study is expected to give a great benefit as follows:

1. Theoretically

It is hoped that the result of this research strength the previous research finding that the dicto-comp technique is effective to be applied in teaching listening.

2. Practically

a. Teachers

For teachers, the results of the study are expected to be used as a consideration in teaching listening for learners. This research is carried out to provide teachers with an effective method to exploit dicto-comp technique in teaching listening.

b. Students

This study is expected to motivate students anddevelop their listening skill inside or outside the classroom. Teaching listening using dicto-comp technique helps students focus in teaching learning process. Beside that, it can improve their listening skill and catch the information from the teacher or recording sound.

c. Future researchers

The result of this research is expected to provide valuable information for future researcher whether the effect of dicto-comp technique in teaching listening comprehension significantly contributed to students' listening comprehension. Hence, they can make a use of this research as a basic consideration and information to do the further investigation.

F. Organization of the Study

To help readers understand the How of this study, this thesis is organized systematically, consisting of five chapters. It involves introduction, review of

related literature, research method, finding and conclusion. Each of the chapters is presented in greater detail as follows.

Chapter I provides the introduction of the study. This consists of figuring out the background of the study to highlight the problems of this study related to the use of dicto-comp technique in teaching listening. After that, this chapter presents the limitation of the study to determine the focus of the study and it follows the statement of the problem. Additionally, the objective of the study tells the purpose of this study.Afterword it writes the significant of the study to find out the importance of the study of related people such as teachers, students, and future researchers. And then organization of the study to show the content that will present in this study.

Chapter II is review of related literature. It discusses theoretical background, research finding, theoretical framework, and hypothesis. The theoretical background consists of definition of related theories about listening comprehension, listening process, kinds of listening, listening difficulties, listening assessment. Besides that, it tells about dicto-comp, including; definition of dicto-comp technique, the use of it technique in teaching listening, kind of dicto-comp technique, strength, and weaknesses of dicto-comp. Moreover, this chapter tells about previous of research finding which describes previous related study. Also, it describes the theoretical framework to show up the variable. And the last is a hypothesis which explains the temporary answer from the problem of research.

Chapter III is research method. It contains research design, populationand sample, the instrument of data collection, the technique of data collection, and technique of data analysis. The research design is quantitative approach using experimental research. This research is applied for the students in Al-Islam Islamic Boarding School, and for the samples are the students at tenth grade in academic year 2016/2017. Furthermore, this chapter provides instrument of data collection to explain the technique to collect data in this research were use tests. After that the technique of data analysis used product moment formula by Karl Pearson.

Chapter IV is research result. It consists of research location and time of the research, data description about dicto-comp technique and listening comprehension, data analysis and discussion.

Lastly, chapter V is conclusion. It consists of conclusion and suggestions. This chapter explains about the conclusion of research report and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Listening Comprehension

a. The Nature of Listening Comprehension

Listening is an activity to hear an utterance and understand the meaning. According to Babita Tyagilistening is a process of receiving, attending to constructing the meaning from the message.[8] In brief, listening is the ability to pay attention or hear people utterance, understand the meaning and then give feedback to what the speakers say.

However, listening is not same as hearing. This statement is supported by Ganesh B. Mundhe, he explains that people hear whenever their ears are open and listen when they understand the meaning.[9]While Henry Erhamwenmwonyi Asemotadefines that hearing is the process to receive speech sound by the ear and listening is the process of identifying the component of sounds and translate it to get the message.[10] In sum, hearing is when we receive the sound by ears, but listening is when we receive the record sound and understand it by paying full attention to the speaker utterance.

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[8]Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," The Criterion an International Journal in English, ISSN 0976-8165 (February, 2013), 1.

[9]Ganesh B. Mundhe, "Teaching Receptive and Productive Language Skills With The Help of Techniques,"Pune Research an International Journal in English, Vol.1 (October, 2015), 2.

[10]Henry Erhamwenmwonyi Asemota,"Nature, Importance and Practice of Listening Skill,"British Journal of Education, Vol.3, No.7 (July, 2015),27 -28.

Listening is a receptive skill. It means that students receive all of the information without produce something either in written or spoken. Long and Doughty define that it is one of receptive skill which requires a person to receive and understand information.[11] Nation and Newton note listening was traditionally seen as a passive process by which the listener receives information sent by a speaker.[12]

Some people assume that listening is passive skill because it focuses on receiving information from another or recording sound. Whereas, according to Michel H. Long and Catherine J Doughty listening is very active. In the listening process, they not only hearing but also connecting the information with their knowledge. In language learning, students must combine what they hear with their own ideas and experiences in a real sense to create the meaning.[13]

Based on the explanations above, it can be concluded that listening is an active process between speaker and listener. It is ability to pay attention and hear record sound or utterance, understand the meaning and then give a feedback.

b. Types of Listening

Extensive listening is type of listening. It usually takes a place outside the classroom. It is better to do because students can really experience listening practice in real life. The source material of extensive listening can be taken from some sources, like speaker or tape recording. Extensive listening is they only

[11]Michel H. Long and Catherine J Doughty, The Handbook of Language Teaching (Hong Kong: Grapicraft Ltd, 2009), 395.

[12]I. S. P. Nation and Jonathan Newton, Teaching ESL/EFL Listening and Speaking (New York: Routledge, 2009), 39.

[13]Ibid.

played it once, without repetition. According to Jeremy Harmer, the task is usually the oral task spontaneity. Such as, record their responses to what they have heard, fill in prepared report forms, list the topic, assess the level of difficulty, and summaries the contents of the tape.[14]

On the other hand, the type of listening is intensive listening. It is a listening teaching method that often used in the class. This method is easier that the extensive listening. In here, students only have to listen of one sound, so they can focus on the listening without pay attention the other sound. Harmer explains that in intensive listening, student is expected to analyze the grammatical. For example, in the previous video segment, students were assigned task of transcribing word for word short part of the text and pay close attention to the words and how they were linked together.[15]

c. Listening Process

Listening is a process of interpreting the meaning of the spoken language. Students have to be able to apply processes in listening comprehension well. Related to the process of listening, David Nunan states that there are two processes in listening comprehension namely; top–down process and bottom–up process.

Top-down process is the process in listening comprehension based on students' prior knowledge. In this process, students start learning from their previous learning, life experience, and situational routines. According to Jack C.

[14]Ibid, 229.
[15]Ibid.

Richards, it usually applies to prior knowledge about things, concepts, people, and events to a particular utterance.[16] In other words, the students use what they know to predict the massage from another utterance or recording sound.

On the other hand, students apply bottom-up processes when they use linguistic knowledge to understand the meaning of a message. In this process, they start to learn components of language, such as sounds, words, clauses, sentences, texts, and meaning. It may be difficult to understand for students in beginning level. Jack C. Richards notes that there are many traditional classrooms focus on bottom-up processing in teaching listening, with exercises such as dictation, cloze listening, the use of multiple choice questions after a text, and similar activities that require close and detailed recognition, and processing of the input. They assume that needs to understand the input to get the message.[17] However, bottom-up in listening activities can support students to improve their prior knowledge and then give a new knowledge to them.

d. Listening Difficulties

Learning listening is challenging for foreign language students. They need to pay special attention in learningbecause they must understand another utterance. For some teachers and students teaching learning, listening is difficult to apply in the classroom. Consequently, students may have difficulties to catch

[16]Jack C. Richards, Teaching Listening and Speaking from Theory to Practice (New York: Cambridge University Press, 2008), 8.

[17]Ibid, 5.

the words. Fan Yangang notes the listening difficulties come from four sources: the message to be listened to, the speaker, the listener, and the physical setting.[18]

Understanding content in the spoken language is challenging, especially for foreign language students. They feel more difficult to listen to the tape or utterance than read the text on a sheet of paper. In spoken language students have limited time to listen, whereas, in reading, students can read as long as they like. Khairunnisa Dwinalida, Zainal A. Naning and Hariswan Putra Jayaexplain that some students difficult to interpret the message, it happen because they lack vocabulary and problems to put on the words in correct sentences.[19] In listening spoken language materials may deal with almost any area of live, include a news, report, telling story, question, conversation, and sometimes unfamiliar situation from students. This may make listening difficult for students to predict and understand the meaning.

In daily conversation, speaker often does redundant utterance. Redundancy means that excessive or wasteful. A sentence is said to be redundant if any word or group of words unnecessary additional in sentence and without it the meaning of the word remains the same. For instance, in this sentence, Now, repeat again what he has said, word again in this sentence is redundancy, because word repeat already represents the sense of again. According to Yangang redundant utterance

[18]Fan Yangang, "Listening: Problems and Solutions,"Retrieved from http://www.valrc.org/courses/esolbasics/lesson5/docs/Listening.pdf, Accesses on April 6, 2017.

[19]Khairunnisa Dwinalida, Zainal A. Naning And Hariswan Putra Jaya, "Teaching Listening Comprehension Through PictureDictation To The Tenth Grade Students Of SMA Islam Az-Zahra Palembang,", 77.

sometimes become hindrance for students in beginning level.[20] It may make them difficult to understand what the speakers' utterancebecause they need more time to think and understand the meaning.

Foreign language students need more attention to understand the language, especially in spoken language. Some of them are not familiar enough with the vocabularies, it makes them difficult to predict the message. In addition, the listening skill is frequently under practiced by students as some of teachers pay less attention to teach it in the classroom. This is due to the fact that the listening skill needs extra preparations, such as prepare text, a speaker, setting up the language laboratory and other related tools. Besides that, the time which is provided for English lesson is not enough. Even students in senior high school have no more than four hours' to learn English per week. This time is not enough, especially for young learners.

In teaching listening, teachers often use recording sound. One of the problems, when they use this too, it is noise, including background noises on the recording and environmental noises. It can disturb students' concentration during listen the recording sound. Moreover, students cannot see speakers' body language and their expressions, it makes students difficult to understand the meaning of sound. In addition, unclear sound resulting from poor-quality of tool can affect students understanding in listening materials.

[20]Fan Yangang, "Listening: Problems and Solutions,"Retrieved from http://www.valrc.org/courses/esolbasics/lesson5/docs/Listening.pdf, Accesses on April 6, 2017.

e. Designing Assessments Listening Task

Testing is evaluation in the learning process to know student's comprehension and teachers must give an appropriate task to them. There are many kinds of assessments task which use to measure students ability. Brown divides assessments in listening task as follows.

The first is intensive listening. It is an activity which focuses the students' attention on language form. There are kinds of intensive listening task, like recognition of phonological and morphological elements, and paraphrasing recognition. The main characteristic of phonological and morphological elements is by giving stimulus. And to identify the stimulus, there are two or more choices. To assess phonologically, teacher can use this format; phonemic pair consonant and vowel. Furthermore, to assess phonemic pair vowel teachers can use the format –ed ending and stress pattern in can't. Students must choose one of answer in answer shit based on what they heard. The next step to assess listening comprehension is providing stimulus with sentence or dialogue and then ask students to choose correct paraphrase based on sentence.

The second is responsive listening. The main characteristic of this task is providing a short question and then answer no need a long explanation. There are two kinds of responsive listening; those are appropriate response to a question and open-ended response to a question. Both tasks are not only presented in the multiple-choice format but also can be applied in the form of interesting short questions.

In the third type of listening assessments task is selective listening. Students will listen to a limited utterance and they must discern some of the specific information. Selective listening task includes listening cloze, informational transfer and sentence repetition. The general form of listening cloze is students must fill the blank text with word or phrase based on the sound. In informational transfer task, students must transfer information into visual representation, such as diagram, picture, form and soon. While sentence repetition is the ability to re-write sentence based on sound. A little error in this process can change the meaning of listening text.

And the last is extensive listening. The main goal of this type is to find the main idea and making inferences from sound. The kinds of extensive listening are dictation, communicative stimulus-response task, and authentic linguistic task. In a dictation, students will hear 50 to 100 word three times. The first at normal speech, the second with long pauses between phrases or word groups, and the last with normal speech so they can check their work. As we know that, listening assessment is usually presented with a stimulus monolog or conversation. And then from those students ask to give a respond from the questions.

2. Dicto-comp Technique

a. The Nature of Dicto-comp Technique

Dicto-comp is one of the techniques in teaching English that come from dictation and composition. According to Richard Kidd, dicto-comp is the technique suggests by Wishon and Burks in 1968 and it describes detail by Riley

in 1972 and Celce Murcia and Hilles in 1988.[21] Meanwhile, Nation describes that this technique suggests first by Ilson in 1962, it continues by Riley in 1972, and finally, this technique describes by himself in 1991.[22]

Dicto-comp is a variation of dictation that is easily to prepare in classroom. Nation cited in Khoii states that dicto-comp is a technique that requires students to pay full attention in a text which read by teacher. Teacher may read it for several times. Then, without any further help, students write the key word from this text.[23] Dicto-comp technique involves two skills at once; listening and writing. Dicto-comp not only includes listening comprehension but also processing, reconstructing, organizing and writing material. This statement is supported by Hameed Zahedi and Sanaz Laleh-Parvar that this technique gives students an auditory material (refers to teacher's voice) and reproduces it from their memory into their writing.[24] In addition Riley cited in Wasik states that dicto-comp involves imitation and improvisation in students listening and writing ability.[25]

In brief, dicto-comp is a combination of two types of activities that is a dictation and a composition. The dictation activity, students listen to a text for several times and then they combine with composition activities which ask

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[21]Richard Kidd. "Teaching ESL Grammar through Dictation," TESL Canada Journal, Vol.10, No. 1 (1992), 55.

[22]I.S.P.Nation, Teaching ESL/EFL Reading and Writing (New York: Rutledge. 2009), 99.

[23]Roya Khoii , Effects of Different Types of Dictation Practice on Immediate and Delayed *Performance on Tests of Present Tense "To Be" Verbs and Ind*efinite Articles(Islamic Azad University, North Tehran Branch).

[24]Hameed Zahedi and Sanaz Laleh-Parvar. "The Construct Validation of Dicto-Phrase,", IJAL, Vol. 10, No. 1 (2007),95-96.

[25]Ewa Wasik. "Play it Again Sam: on Effectiveness of Repetition", (2000), 4-5.

students to re-write text as accurately as possible and they can add their own word.

b. Variation in Dicto-comp

Bashiruddin explains that there are four broad categories of language function: narration, description, instruction and sequenced description. That variation describes as follows:

The first variation is narration. In this variant, there are two kinds of activities. One of them is split sentences, the teacher provides split sentences were written on pieces of paper. Meanwhile, students ask to listen to the recording sound and arrange them in proper sequence. And the other activity is stories with question. Some pre-listening question is given to prepare students to listen, so they can construct the story from the text that would be listened.

The second variation is description. The students ask to descriptive text. In the first listening, they must draw rough sketches, then in second listening they should write a draft consist of simple description or phrase, and the last listening, they must write more detail description than the second listening.

The next variation is instruction. In this variation, the students ask to make two columns in their exercise book and write DO and DON'T at the top. During the listening process, they can work in pairs to compare their exercise. After they finish to listen recording sound, they should write all of the information in proper order.

And the last variation is sequenced description. Firstly, the students ask to listen a procedure text write the verb in their exercise book. Secondly, they must

write the sequence marks, such as first, second, the next etc. The next, students work in groups and write the process with help of the verb that had written earlier. And the last step, one of member each group report their work.

In sum, the variant hat described above is the basic activities to apply dicto-comp technique. Teachers can develop the activities based on the materials and students' educational level.

c. The Advantages and Disadvantage of Dicto-Comp

The dicto-comp technique offers several advantages in teaching listening comprehension.

Dicto-comp technique is an effective way of combining individual and group activities. The activities in this technique ask students to listen text carefully and then work together with their friends to discuss their task. Moreover, this technique facilitates them to develop their listening ability in the classroom. By using this technique, students have a large time to communicate and compare their task. The next, dicto-comp activities also give autonomy for students to up their voice. They are expected to help each other to create the text. It can increase their independence in listening comprehension and they not depend on the teacher's explanation.

On the other hand, this technique has some disadvantage. Zahedi and Palvar explain that dicto-comp include not only listening comprehension but also processing, reconstructing, organizing and writing materials. Therefore, the significance of listening comprehension sometimes neglected. Moreover, dicto-

comp scoring is more difficult than standard dictation. And then, because of the procedures in dicto-comp are complex, this technique is not appropriate for students in elementary.[26]

3. Teaching Listening by Using Dicto-comp

Applying dicto-comp technique in teaching listening comprehension needs some procedures. Adapting from Kidd, the procedures of dicto-comp technique are as follows:

Firstly, teachers should prepare and select or makes up materials that will be practice. They can use tape recorder or a text that read by the teacher. This text should be adapted to the students' level. Graham Thurgood notes that this technique is quite simple and requires a short text or story, and the news articles from the newspaper often serve as a good source.[27] Secondly, teachers will read the text or play recording tape three times. The first time, students should listen and write the keyword based on the text. The next, students discuss their keyword with friend beside them. And in three times, the students will check their keyword. After that, students are asked to reproduce and guess the text individually as accurately as possible. Lastly, the kinds of exercise can use to know students comprehension.

In sum, those procedures can be varied. It depends on the level of the students. For the lower level, the teacher may put some vocabularies or phrases on

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[26]Hameed Zahedi and Sanaz Laleh-Parvar. "The Construct Validation of Dicto-Phrase,", IJAL, Vol. 10, No. 1 (2007),95-96.

[27]Graham Thurgood. Dicto-*Comp*... 1, retrieved from http://www.csuchico.edu/~gthurgood/470/037_Dicto-comp.pdf, Accessed at April 15 March 2017.

the board before reading the text, which is as keywords. The teacher can repeat to read the same text to the students one or two more times.

B. Previous Research Finding

There is various research finding related to dicto-comp technique in teaching English. Some research attempts to find out the effect of dicto-comp technique in teaching learning process. Some of those are discussed as follows.

Febriyanti conducted an experimental study and title "The Effect of Using Dicto-Comp Technique towardWriting Ability in Narrative Paragraph at TheFirst Year Students of State SeniorhighSchool 2 Bangkinang BaratofKampar".[28] The researcher used pre-post-test design and took two classes as sample; one class was an experimental group and one class was a control group. Each class or group consisted of 23 students. Before giving treatment, both of group were given pretest and post-test after that. The only experimental group was treated by using dicto-comp technique. Based on the data analysis, the researcher had concluded students' writing ability in narrative paragraph taught by using dicto-comp technique is higher than students' taught without using dicto-comp technique It can be seen through score from pre-test to post-test of control group increased 3.66 or 7% only and score from pre-test to post-test of experimental group

[28]Febriyanti, "The Effect of Using Dicto-Comp Technique TowardWriting Abilty in Narrative Paragraphat theFirst Year Students of State Senior highSchool 2 Bangkinang Barat ofKampar Regency", 2013. Available of http://repository.uin-suska.ac.id/id/eprint/10065.Retrieved on 20 March 2017.

increased 12.87 or 24%. As the result, there was a significant effect of using dicto-comp technique toward writing ability in narrative paragraph at the first year students of State Senior High School.

Another research was thesis from Arif Fathoni that used an experimental research. The objectives of the study are to describe the implementation of Dicto-Comp technique and to find out the effect of Dicto-Comp technique towards writing achievement of the tenth-grade students of SMK Islam Randudongkal Pemalang in Academic Year 2014/2015.[29] The population of the study is the tenth-grade students of SMK Islam Randudongkal Pemalang in Academic Year 2014/2015 with total number of class X is 328 students consisting of 8 classes. The researcher uses two group design as research methodology and also the researcher uses cluster random sampling technique to choose the sample of the research. The sample consists of two groups, the experimental group is taught by using dicto-comp technique and the control group is taught by using conventional strategy. Each group consists of 30 students.

Based on the data analysis, the t-test is 3,399 with the degree of freedom 58 on the significance level of 5% t-table is 1,672. The computation shows that t-test is higher than t-table (3,399 > 1,672). It means that the hypothesis of the research is accepted. The conclusion of the research, there was a significant difference between the students who were taught by using dicto-comp technique and the students who were taught by using conventional strategy.

[29]Arif Fathoni, "The Effect of Using Dicto–Comp Technique Toward Writing Achievement of The Tenth Grade Students of Senior High School (An Experimental Research in SMK Islam Randudongkal Pemalang in Academic Year Of 2014/2015)", 2015. Available of http://perpus.upstegal.ac.id/index.php?mod=opaq.koleksi.form&page=1302&barcode=16105000140. Retrieved on 20 March 2017.

Moreover, the research finding related to this previous study was from Anis Rofiqoh with title "The Writing Skill of The Eleventh Grade Students of SMK Tunas Harapan PatiTaught by Using Dicto-comp Techniquein the Academic Year 2013/2014".[30]This study used quasi-experiment research and its study was done by giving pre-test and post-test for one class. The objective of the research was to find out whether there was any significant difference in the writing skill of the eleventh-grade students of SMK Tunas Harapan Pati in the academic year of 2013/2014 before and after being taught by using dicto-comp technique.

From the analysis, the researcher found that the average was 77 and deviation standard was 11,72. So, there is a significant difference between the writing skill of the eleventh-grade students of SMK Tunas Harapan Pati in the academic year of 2013/2014 before and after being taught by using dicto-comp technique.

Additionally, Musfirotun Ni'mah conducted a pre-experimental research. The objective of the research was to find out whether there was a significant difference in the ability of writing recount texts of the eighth-grade students of MTs. Miftahul Huda Ngasem Batealit Jepara taught by using and without using dicto-comp technique in the academic year 2011/2012.

From the analysis, the researcher found that the best score that the students achieve taught by using dicto-comp technique was 94 and the lowest score was 65. While the mean of the students is 76.33 and the standard deviation is 13.08.

[30]Anis Rofiqoh, "The Writing Skill of The Eleventh Grade Studentsof SMK Tunas Harapan PatiTaught by Using Dictocomp Techniquein The Academic Year 2013/2014", 2013. Available of http://webcache.googleusercontent.com/search?q=cache:_yWp8NnnY9YJ:eprints.umk.ac.id/1830/+&cd=2&hl=id&ct=clnk&gl=id.Retrieved on 24 March 2017.

While the English score that control group achieves was 81 and the lowest score was 52. Meanwhile, the average was 68.46 and deviation standard was 8.76. And the result of t-test is 2.69 with t-table 2.01. So, there was a significant difference between the ability to write recount text of the eighth grade students of MTs. Miftahul Huda Ngasem Batealit Jepara taught by using and without using dictocomp technique in the academic year 2011/2012.

The other researcher was taken from Ni Luh Indah Ayu Lestari. The objective of the research examined what extent was the students' skill in writing descriptive paragraph through dicto-comp technique at eighth grade students of SMP PGRI 3 Denpasar in academic year 2015/2016.[31] The researcher made an ex-post facto research design. In this study, 40 students were taken as samples. The samples were collected by using simple random sampling technique. The instrument was used to collect the data was in the form of productive test. In the test, the students were asked to make descriptive paragraph writing by using their words and the researcher gave the key words.

The result of this study showed that the students' achievement was sufficient 15.00% of 40 samples got excellent achievement of descriptive paragraph writing skill, 7.50% got good achievement, 42.50% got sufficient achievement, 30.00% got insufficient achievement, and 5.00% got poor achievement of descriptive paragraph writing skill. However, based on the minimum criterion or SMP PGRI 3 Denpasar curriculum, the standard of English

[31]Ni Luh Indah Ayu Lestari, "Assessing Writing Skill Through Dicto-compof The Eighth Grade Students of SMPPGRI 3 Denpasar in Academic Year 2015/2016", 2016. Available of http://unmas-library.ac.id/archives/4927. Retrieved on 24 March 2017.

score in that school is 2.67, and the data showed that the ability of the students was sufficient because 16 of 40 students did not achieve the minimum criterion. Only 24 students or 65% of 40 samples could achieve the score that appropriate with the minimum criterion (KKM).

The next research was taken from Yohana Chandria Wening Krisnanda.[32] This study was a quasi-experimental design. The subjects of this study were class B (control group) and class D (experimental group) of the second semester students in English Department. The objective of this study was to find out a significant difference between students' writing achievement who were taught using dicto-comp and those who were taught using brainstorming. As the result, the researcher was seen that actually teaching narrative writing through dicto-comp and through brainstorming were had same quality. There was no one best teaching technique in this study.

C. Theoretical Framework

This research is experimental research, with the effect of dicto-comp technique on students listening comprehension at tenth grade students of Al-Islam Islamic Boarding School in academic year 2016/2017. The researcher observes the process to know is there any significance difference between students taught dicto-comp and taught ordinary method.

This study is consisting of two variables:

[32]Yohana Chandria Wening Krisnanda, "The Effect of Using Dictation-Composition (Dicto-Comp) in Teaching Narrative Writing on The Students' Writing Achievement", 2004. Available of http://repository.wima.ac.id/3245/.Retrieved on 24 March 2017.

X = Dicto-Comp Method

Y = Listening Comprehension

Those variables are dicto-comp method (X) as independent variables and listening comprehension (Y) as dependent variables. In this study, the researcher tries to help students explore their listening comprehension by applying dicto-comp. The researcher uses dicto-comp as a technique focus in the listening. The researcher hopes by using dicto-comp, students listening comprehension will be better than before.

D. Hypothesis

There is two hypothesis offered in this study, there are:

Ha : There students who are taught by using dicto-comp technique will get a better achievement in listening than the students who are taught by ordinary technique at tenth grade students of Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo in academic year 2016/2017.

Ho :There students who are taught by using dicto-comp technique will not get a better achievement in listening than the students who are taught by ordinary technique at tenth grade students of Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo in academic year 2016/2017.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used quantitative method. Quantitative research is explaining phenomena and collecting numerical data that are analyzed it using mathematically.[33] In sum, to analyses data, the researcher used statistical calculation.

This research applied an experimental research. Experimental research is a scientific approach to manipulate experimental group. Daniel Mujis explain that the basis of the experimental method is the experiment, which can be defined asa test under controlled conditions that is made to demonstrate aknown truth or examine the validity of a hypothesis.[34]

There are several types of experimental research; true experimental research, quasi-experimental, and pre-experimental. In this research, the researcher applied quasi-experimental because it was hard for the researcher to apply true experimental design as limited permission that given by the school mater. Quasi-experimental research was manipulation of one or more independent variables and observation the effect on some outcome. This research had two variables, dependent variable (listening skill) and independent variable (dicto-

[33]Daniel Mujis, Doing Quantitative Research in Education (London: Sage Publications, 2004), 1.

[34]Ibid, 13.

comp) and used non-equivalent (pre-test and post-test) group control design. The research design was followed:[35]

E	: O1	X	O2
K	: O3		O4

Notes:

E : Experiment class

K : Control class

O1 : Pre-test for experiment class

O3 : Pre-test for control class

X : Treatment

O2 : Post-test for experiment class

O4 : Post-test for control class

Based on research design above, this research had two classes; experiment and control class. The experiment class would give the treatment using dicto-comp technique and control class would teach by ordinary method. There were pre-test before treatment to strengthen students listening comprehension and post-test after treatment to know the effect of the treatment.

[35]Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta, 2010), 116.

B. Population and Sample

1. Population

Population is all of the research subjects. According to Sugiono, it is a general area consists of subject or object that has quality and certain characteristic was determined by researcher to study than get the conclusion.[36] In this research, the population was tenth grade students of Al-Islam Islamic Boarding School in academic year 2016/2017 that consist of eight classes with 244 students. For those classes, the researcher chose two classes of the tenth grade as experimental class and control class. To select the samples, the researcher used test data that has done by the teacher.

The result of homogeneity found that there were three classes that considered homogeny or had similar ability. These classes included X A, X C, and X D. So, the three classes can be used as sample in this research.

2. Sample

Sample is the part of population which has characteristic or specific condition that will be researched. Sample is representative of the majority or the population.[37] According to Arikunto, sample is a partial or representative of the population which researched. In sum, sample is part of population that must representative in research.

The sampling technique, the researcher used cluster random sampling. This sampling technique is based on a researcher's ability to identify each element

[36] Ibid, 80.
[37] Ibid, 81.

in a population.[38] The researcher used this sampling technique because it was easier to implement.

Based on the explanation, the researcher chose two classes among class the three possible classes to be used as sample. To choose the samples, a lottery was conducted. The result of lottery was the experiment class belonged to class X C and the control class was class X D.

C. Instruments of Data Collection

In this research, the instrument to collect data primary used test. Test is an examination administered to determine how much a person has learned, or how much knowledge a person has or acquired.[39] This test applied to measure students' achievement on listening comprehension before and after learned using dicto-comp at Al-Islam Islamic Boarding School.

This test was divided into two parts included pre-test and post-test. The pre-test was given in beginning study before treatment to get students' achievement information before the treatment. And post-test was used to know the students achievement after the treatment process.

In this research, the researcher used listening test to find out the effect of dicto-comp technique in teaching listening comprehension. There were 25 multiple choice by took 45 to complete. Instrument of data collection was shown on this table;

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[38]Rajid Kumar, Research Methodology a Step-by-Step Guide for Beginners (London: SAGE Publications Ltd, 2011), 187.

[39]http://www.yourdictionary.com/achievement-test, Accesed on Desember 26, 2016.

Table 3.1

Instrument of the Data Collection

Title of research	Variable of research	Indicator	Number item
The effect of Dicto-comp Technique in Teaching Listening Comprehension. (Quasi Experimental Study at Al-Islam Islamic Boarding School Joresan-Mlarak Ponorogo in Academic Year 2016/2017).	Variabel X: Dicto-comp technique		
	Variable Y: Listening Comprehension	1. Understanding main idea in the legend story.	2, 4
		2. Understanding characteristic of figures in legend story	10
		3. Understanding moral value in legend story.	25
		4. Understanding explicit meaning of legend story.	5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21,22
		5. Understanding implicit meaning of legend story.	1, 3, 23, 24

Data is one of the important in research, because right or wrong data determine the quality of research. Whereas, right or wrong data was depend on

instrument of data. According to Suharsimi Arikunto, a good instrument must fulfill two important requirement, they are valid and reliable.[40]

1. Validity

Validity is concerned with how accurate the test measure and the appropriate of the test for the subjects. Suharsimi Arikunto defines that it is a measure that indicates the levels of validity of an instrument and it must able to measure what should be measured.[41] In the validity test, the researcher used correlation point biserial formula. The formula was as a follows:

$$r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} = indeks Correlation Point Biserial

M_p = mean for students answering item correctly

M_t = mean for students answering item incorrectly

SD_t =standard deviation

p = proportion of students answering correctly

q = proportion of students answering incorrectly

[40]Suharsimi Arikunto, Prosedur Penelitian(Jakarta: Rineka Cipta, 2013),211.
[41]Ibid.

When the coefficient correlation was under 0,355, it can be concluded that the item was not valid instrument and the items said to be valid instrument if the coefficient correlation of magnitude more than 0.355.

Examples of item No. 1 (in multiple choice tests)

$$M_t = \frac{\sum X_t}{n}$$

$$= \frac{559}{31}$$

$$= 18{,}0322$$

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$= \sqrt{\frac{10205}{31} - \left(\frac{559}{31}\right)^2}$$

$$= \sqrt{329{,}1935 - 325{,}1623}$$

$$= \sqrt{4{,}03122}$$

$$= 2{,}0078$$

Item no 1

M_t = 18,0322

SD_t= 2,0078

P = 0,87097

q = 0,129032

$$Mp = \frac{517}{27}$$

$$= 19,1481481$$

$$r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{19,1481481 - 18,0322}{2,0078}\sqrt{\frac{0,87097}{0,129032}}$$

$$= 0,55580636 \text{ X} \sqrt{6,750031}$$

$$= 0,55580636 \text{ X } 2,59808218$$

$$= 1,4440306$$

db = n-nr

= 31-2

= 29

r_t = 0,355

r_{pbi} = 1,4440306

$r_t < r_{pbi}$ (Valid)

To test the validity and reliability of the instrument, the researcher took a sample of 26 respondents and used 25 items about listening comprehension test.

There were 20 items declared valid; 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 25. The calculation result of data validity, as follows:

Table 3.2

The Result of Validity Test

Item Number	r calculated	t table	Notes
1	1,444	0.355	Valid
2	0,0137	0.355	Invalid
3	0,5366	0.355	Valid
4	0,3694	0.355	Valid
5	0,4865	0.355	Valid
6	0,4236	0.355	Valid
7	0,7782	0.355	Valid
8	1,5930	0.355	Valid
9	0,4485	0.355	Valid
10	0,0791	0.355	Invalid
11	0,4146	0.355	Valid
12	0,4325	0.355	Valid
13	0,6187	0.355	Valid
14	0,5322	0.355	Valid
15	0,7072	0.355	Valid
16	0,6449	0.355	Valid
17	0,4865	0.355	Valid
18	0,4485	0.355	Valid
19	0,1299	0.355	Invalid
20	0,0456	0.355	Invalid
21	0,5156	0.355	Valid
22	0,6835	0.355	Valid
23	0,3648	0.355	Valid
24	0,1107	0.355	Invalid
25	0,4868	0.355	Valid

Based on the table, among 25 questions, there were 20 questions were valid and 5 questions were invalid. But the researcher still uses 25 questions for collecting data with the revision test.

2. Reliability

Reliability is concerned with the effect of error on them consistency of scores. In this world measurement always involves some error.[42] In this research, the researcher used a method of Kuder- Richardson. The correct answer would give 1 score, and 0 for the incorrect answer. K-R 20 formula was:

$$r_{xx} = \frac{K}{K-1}\left(\frac{S_x^2 - \sum pq}{S_x^2}\right)$$

Notes:

r_x =reliability of the whole test

K= number of items on the test

S_x^2= variance of scores on the total test (squared standard deviation)

p= population of correct responses on a single item

q= population of incorrect responses on the same item

$$S^2 = \frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2$$

$$= \frac{10205}{31} - \left(\frac{554}{31}\right)^2$$

[42]Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Research in Education (USA: Wadsworth, 2010), 237.

= 329 - 319,371487

= 9,628513

$$r_{xx} = \frac{K}{K-1}\left(\frac{S_x^2 - \sum pq}{S_x^2}\right)$$

$$= \left(\frac{25}{25-1}\right)\left(\frac{9,628-4,86}{9,628}\right)$$

$$= (1,04166667)\ (0,49522227)$$

$$= 0,51585653 \text{ (reliable)}$$

The calculation of reliability was 0,51585653, and according to Guilford it has a moderate reliability.

D. The Technique of Data Collection

There are a variety of techniques that can be used to collect data in a quantitative research study. In this research, the research used test, and documentation.

1. Test

According to H. Douglas Brown, test is method of measuring person's ability, knowledge or performance in a given domain.[43] In the testing listening, the student must ask to answer the question relating the listening audio. The researcher used test to get data score of students listening comprehension after and before taught using dicto-comp technique. In the research, test was divided into two ways; pre-test which was given before the treatment and post-test which was

[43]H. Douglas Brown, Language Assessment Principles and Classroom Practices (San Fransisco: Person Logman, 2003), 3.

given after doing treatment. Pre-test and pos-test was given to experimental class and control class.

2. Documentation

Documentation is one of way to get information or data. In this research, document used in to get data about teacher lesson plan, the students score, and photograph during teaching learning process. Besides that, the researchers also get the history of the school, vision, mission, goals, infrastructures, and the structure organization of MA Al-Islam.

E. Technique of Data Collection

In this research, the researcher applied a quasi-experimental research to compere the main source of experimental class that taught by dicto-comp technique and the main source of control class that taught ordinary method.

Before testing the hypothesis, the data must be normally and homogenous. The formula detail as follows:

1. Normality Test

   This research used Kolmogorov-Smirnorv to test normality, with the step and formula as follows:

a. Formula Hypothesis

   Ho : data were not normality distribution.

   Ha : data were normality distribution.

b. Calculate the average (mean) to create the table.

$$M_X = \frac{\sum f_x}{n}$$

$$SD_X = \sqrt[i]{\frac{\sum f_x{}^2}{n} - \left[\frac{\sum f_x}{n}\right]^2}$$

c. Calculating the value of fkb.

d. Calculate each frequency divided by the number of data (f/n).

e. Fkb calculating divided by the number of data (fkb/n).

f. Calculated the value of Z with formula:

$$Z = \frac{X - \mu}{\sigma}$$

g. Calculate $P \leq Z$.

h. For a_2 value obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$).

i. For a_1 value obtained from the difference between columns 4 and 8 (f/n and a_2).

j. Comparing the highest number a_1 with Kolmogorof-Smirnov table.

k. Test the hypothesis.

l. If a_1 maximum >Kolmogorof-Smirnov table receive Ha and data is normal distribution.[44]

[44]Retno Widyaningrum,Statistika. (Yogyakarta: Pustaka Felicha, 2014), 204- 208.

2. Homogeneity test

Homogeneity test is the variance ratio test between two groups or more. It can be tested by Harley test and the formula as follows:[45]

$$F(max) = \frac{Var\ max = SD^2 max}{Var\ min = SD^2 min}$$

The step of analyzing homogeneity test as follows:

a. Making frequency distribution table.

b. Calculating SD and the formula as follows:

$$SDx = \sqrt{\frac{\sum fX^2}{n_x} - \left[\frac{\sum fX}{n_x}\right]^2}$$

$$SDy = \sqrt{\frac{\sum fY^2}{n_y} - \left[\frac{\sum fY}{n_y}\right]^2}$$

c. Using the formula Harley:

$$F(max) = \frac{Var\ max = SD^2 max}{Var\ min = SD^2 min}$$

d. Comparing F (max) results calculated with F (max) table, with db= (n-1;k).

3. Analyzing Data Using T-test

[45]Ibid, 212- 214.

T-test used to determine whether the means of two groups are statistically different from one another with the formula as follows:[46]

a. Calculate Mean of variable X and Y, with formula:

$$M_x = M' + i\left[\frac{\sum fx'}{n_x}\right]$$

$$M_y = M' + i\left[\frac{\sum fy'}{n_y}\right]$$

b. Determine deviation standard of variables X and Y, with formula:

$$SD_x = i\sqrt{\frac{\sum fx'^2}{n_x} - \left[\frac{\sum fx'}{n_x}\right]^2}$$

$$SD_y = i\sqrt{\frac{\sum fy'^2}{n_y} - \left[\frac{\sum fy'}{n_y}\right]^2}$$

c. Determining standard error mean of variables X and Y, with formula:

$$SE_{Mx} = \frac{SD_x}{\sqrt{n_x - 1}}$$

$$SE_{My} = \frac{SD_y}{\sqrt{n_y - 1}}$$

d. Determining the differences of mean variable X and mean variable Y, with formula:

$$SE_{Mx-My} = \sqrt{SE_{Mx}{}^2 + SE_{My}{}^2}$$

[46]Ibid, 161-163.

e. Determining of t_o

$$t_o = \frac{M_{x-} M_y}{SE_{Mx-My}}$$

After all of the data are calculated, the last procedure is determining df (degree of freedom) with formula:

$$db = (n_1 + n_2) - 2$$

Notes:

M_x = Mean of variable X (post-test)

M_y = Mean of variable Y (post-test)

SD_x' = Standard deviation X variable

SD_y' = Standard deviation Y variable

SE_{Mx} = Standard of error of X variable

SE_{My} = Standard of error of Y variable

SE_{Mx-My} = Standard error between mean of X variable and Y variable

$\sum fx'$ =Total number of source of X variable

$\sum fy'$ = Total number of source of Y variable

t_o = t observation

db = degree of freedom.

CHAPTER IV

RESEARCH RESULT

A. Research Location and Research Schedule

1. The History of Establishment of Al-Islam Joresan

Quality crisis of Muslim life especially in Ponorogo was the historical background of establishment of MTs.MA Al-Islam. At the time, crisis education that caused by poverty and backwardness were still covering of most people in Ponorogo, particularly those who live in a rural area, like in Joresan village. By this condition, MWC-NU Mlarak concerned taken the significant point to overcome the education backwardness in society. In this meeting MWC-NU Mlarak was led by K.H. Imam Syafaat. This meeting discussed about the establishment of secondary school (Madrasah Tsanawiyah or SMP) for Muslim society in Mlarak.

When they hold the meeting at K.H. Imam Syafaat's house was attended by some leader of Nahdliyyin. From that meeting, they had agreement to establish a school which named Madrasah Tsanawiyah Al-Islam, at 2nd Muharrom 1386 M/ 2nd May 1966 H.

Four years later, this institution need higher level, so, it's named Madrasah Tsanawiyah Aliyah Al-Islam. At 2002 was build the students cottage and the name of MTs.MA Al-Islam was change become Al-Islam Islamic Boarding School.

2. School Profile

Name of School	: Al-Islam
Address of School	: Madura Street Joresan-Mlarak, Ponorogo
Phone	: (0352) 313455
Accreditation Grade	: A
Large of Land	: 2614 m^2

3. Vision and Mission

The specific characteristic of Al-Islam Islamic Boarding School that make different from another Islamic institution, it's was educational method and it's teaching strategy which synthesized from curriculum of Department of Religious affair, Department of Education and Culture, Modern Islamic School and Salafiyah School.

a. Vision

Realization graduates of Islamic Senior High School of Al-Islam who was devout, knowledgeable, and has competitiveness in Science and Technology (IPTEK), sports and environmental awareness.

b. Mission

Making Islamic Education to create Muslims generation who were wise, skilled, dynamic and love school.

4. Curriculum

The time for studying in Al-Islam Islamic Boarding School was six years. They were three years in Islamic Junior High School and three years in Islamic Senior High School/Vocational High School. There are Experiment class program for students from other school that will continue in Islamic Senior High School. And the newest is full day program for Vocational High School students.

The curriculum in Al-Islam Islamic Boarding School was designed to accommodate in integral system. The subjects are accumulation of Department of Religion curriculum, Modern Boarding School, and Salafiyah School.

The specific curriculum inspired by its motto "Keeping the old values and *taking the best of new values"*. It purpose to make the cadre of Islamic society has a comprehensive ability to overcome the new millenniums challenge.

5. Research Schedule

This research was conducted from April, 29th to May, 11th. The schedule for experiment and control class can be seen in the table below:

Table 4.1

Experiment Class Schedule

Date	Activities
April, 29th 2017	Pre- test
May, 3th 2017	First treatment
May, 6th 2017	Second treatment
May, 10th 2017	Post- test

Table 4.2

Control Class Schedule

Date	Activities
April, 29th 2017	Pre- test
May, 1st 2017	First treatment
May, 6th 2017	Second treatment
May, 8th 2017	Post- test

B. Data Description

The population was all students of tenth grade students of Al-Islam Islamic Boarding School in academic year 2016/2017. The researcher took 56 students as a sample, 26 students as experiment class and 26 students as control class. The experiment class was XC which taught using dicto-comp technique and control class was XD which taught using ordinary method.

The class condition had not complete facilitation, because this class located in emergency class. It's caused the class location in Al-Islam not enough to accommodate more than one thousand students. The same condition happens in the control class to. Because of this condition, the researcher bought some tools that were needed.

1. Procedure of Experiment Class

The researcher applied some activities to teach students in experiment class. The activities described as follows:

Firstly, the students were given pre-test before beginning the research. It was hold on April, 29th 2017. There were 25 multiple choice items by took 45 minutes to completed.

Secondly, the first treatment of dicto-comp technique held on May, 3th 2017. The material was narrative story by the title Malin Kundang. The story read three times by the teacher. In the first listening, the students must write the key word from the story. After that, they discussed the key word with their friend beside them and guessed the story in the second listening. And the last listening they must understood the story to answer the understanding questions.

Thirdly, the second treatment used this technique. The material in the second treatment was narrative text by the title Bawang Merah and Bawang Putih. The activities at second treatment still same with the first treatment. The teacher read the story three times. In the first listening, students wrote the key word from the story. After that, they discussed the key word with their friend beside them in the second listening. And the last listening they must understood the story to answer the understanding questions. And it held on May, 6th 2017.

Fourthly, that was post-test. It was hold on May, 10th 2017. It used to measure whether dicto-comp was success or not as technique in teaching listening.

The time was 90 minutes for first treatment and second treatment. Each activity took the times it needs to maximize its success. The treatment activities as the table follow:

Table 4.3

The Treatment Activities for Experiment Class

Activities	Time
Dicto-comp technique	25 minutes
Answering questions	25 minutes
Other comprehension activities	40 Minutes

2. Procedure of Control Class

This research used XD as a control class which taught with ordinary method. The researcher took 26 students as sample. The procedure of control class is the same meaning with the procedure of experiment class. There are pre-test, first treatment and second treatment, and post-test. The class condition of control class was same with experiment class in emergency class.

The pre-test, material and post-test were given to the student s was same with experimental class. But, in control class the teacher taught using ordinary method. It was not a new method which was used the teacher in teaching learning process. The activities in control class described as follows:

Firstly, the students were given pre-test before beginning the research. It was hold on April, 29th 2017. There were 25 multiple choice items by took 45 minutes to completed.

Secondly, the students were given first treatment. It was hold on May, 1st 2017. In this treatment, the teacher asked students to answer question based on the audio. The material in the first treatment in control class was same with the experiment class. The teacher played the recording three times by the title Malin

Kundang. After that, they understood the story to answer the understanding questions.

Thirdly, the second treatment in control class taught with the ordinary method. The material in the second treatment was same with the experiment class that is narrative text by the title Bawang Merah and Bawang Putih. The activities at second treatment still same with the first treatment. The teacher played the recording three times by the title Bawang Merah and Bawang Putih. After that, they understood the story to answer the understanding questions. And it held on May, 6th 2017.

Fourthly, that was post-test. It used to get the final score in control class. It was hold on May, 8th 2017.

Table 4.4

The Treatment Activities for Control Class

Activities	Time
Ordinary method	25 minutes
Answering questions	25 minutes
Other comprehension activities	40 minutes

3. The Result of Experimental Class

The table below showed the score pre-test and post-test of students taught using dicto-comp technique.

Table 4.5

The Score of Students' Pre-Test and Post-test in Experimental Class

No	Name	Pre-test	Post-test
1	Ahmad	72	76
2	Anif	72	80
3	Malik	60	72
4	Ngamdul	32	68
5	Dzulfikar	76	88
6	Sobiul	60	72
7	Nasrul	64	64
8	Zaenal	56	80
9	Afifah Nur	68	84
10	Eka	88	92
11	Eva	76	92
12	Hanik	60	76
13	Heni	64	76
14	Isma	76	84
15	Luluk	72	80
16	Nikma	68	80
17	Novanda	72	80
18	Novinda	60	84
19	Qoniatul	76	92
20	Rifaatul	72	72
21	Ririn	72	68
22	Rofiatul	68	88
23	Sayyidah	60	80
24	Septina	72	72
25	Uswatun	60	84
26	Whan Nurdiana	76	84
	n= 26	1752	2068

From the table above, the highest scores pre-test for experiment class was 88; there was only on student who got the highest score. The lowest score for the experiment class was 32; and there was one student who has the lowest score. The

total score pre-test at experiment class was 1752. And the highest scores post-test for experiment class was 92; there were three students who got the highest score. The lowest score post-test for the experiment class was 64; and there was one student who has the lowest score. The total of experiment class score was 2068.

From the result above, the researcher analyzed it to know the significance difference between score pre-test and post-test. The calculation was follows:

The first step calculated the interval and class of pre-test to make the table distribution:

$$I = \frac{R}{K}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 88

Lowest score was 32

R= H-L+1

= 88-32+1

= 57

$$I = \frac{R}{K}$$

$$= \frac{57}{6}$$

=9.5(10)

From the statistic above, it knew that the total range was 57 and the interval was 10.

The second step was finding average (mean) of pre-test of experiment class by formula:

Table 4.6

The Computation of Students' Pre-test of Experiment Class

Score Pre-test	f	Fkb	fka	x'	fx'	x'²	fx'²
82-91	1	26	1	2	2	4	4
72-81	12	25	13	1	12	1	144
62-71	5	13	18	0	0	0	0
52-61	7	8	25	-1	-7	1	49
42-51	0	1	25	-2	0	4	0
32-41	1	1	26	-3	-3	9	9
	26				4	19	206

$$M_{pre\text{-}test} = M' + \left(\frac{\Sigma fx'}{n}\right)i$$

$$= 68 + \left(\frac{4}{26}\right)10$$

= 68+ (0.15384615)10

= 68 + 1.5384615

= 69.5384615

Then, the third step was looking for SD pre-test of experiment class by formula:

$$SD_{pre\text{-}test} = {}^{i}\sqrt{\frac{\sum f\,(x')^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= {}^{10}\sqrt{\frac{206}{26} - \left(\frac{4}{26}\right)^2}$$

$$= {}^{10}\sqrt{7.92307692 - 0.02366864}$$

$$= {}^{10}\sqrt{7.89940828}$$

= 10 x 2.8105886

= 28.105886

The forth step calculated the interval and class of post-test to make the table distribution:

$$I = \frac{R}{K}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 92

Lowest score was 64

R= H-L+1

= 92-64+1

= 29

$$I = \frac{R}{K}$$

$$= \frac{29}{6}$$

=4.83333333 (5)

From the statistic above, it knew that the total range was 29 and the interval was 5.

The fifth step was finding average (mean) of post-test of experiment class by formula:

Table 4.7

The Computation of Students' Post-test of Experiment Class

Score Pre-test	F	Fkb	fka	x'	fx'	x'²	fx'²
89-93	3	26	3	2	6	4	36
84-88	7	23	10	1	7	1	49
79-83	6	16	16	0	0	0	0
74-78	3	10	19	-1	-3	1	9
69-73	4	7	23	-2	-8	4	64
64-68	3	3	26	-3	-9	9	81
	26				-7	19	239

$M_{post\text{-}test} = M' + \left(\frac{\sum fx'}{n}\right)i$

$= 80 + \left(\frac{239}{26}\right)5$

$= 80 + (9.19230769)\ 5$

$= 80 + 45.9615384$

$= 125.9615384$

The sixth step was looking for SD post-test of experiment class by formula:

$SD_{post\text{-}test} = \sqrt[i]{\frac{\sum f\,(x')^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

$= \sqrt[5]{\frac{239}{26} - \left(\frac{-7}{26}\right)^2}$

$= \sqrt[5]{9.19230769 - 0.07248522}$

$= \sqrt[5]{9.11982247}$

= 5 x 3.01990438

= 15.0995219

Then, the seventh step was determining standard error mean pre-test and post-test by formula as follows:

$SE_{Mpre\text{-}test} = \frac{SD_{pre\ -test}}{\sqrt{n-1}}$

$= \frac{28.105886}{\sqrt{26-1}}$

$= \frac{28.105886}{\sqrt{25}}$

$= \frac{28.105886}{5}$

= 5.6211772

$SE_{Mpost\text{-}test} = \frac{SD_{post\ -test}}{\sqrt{n-1}}$

$= \frac{15.0995219}{\sqrt{26-1}}$

$= \frac{15.0995219}{\sqrt{25}}$

$= \frac{15.0995219}{5}$

=3.01990435

The eighth step calculated difference standard error score of the means of pre-test and post-test by formula as follows:

$SE_{Mpre\text{-}test\ -\ Mpost\text{-}test} = \sqrt{SE_{Mpre\ -test}{}^2 + SE_{Mpost\ -test}{}^2}$

$= \sqrt{5.6211772^2 + 3.01990435^2}$

$= \sqrt{31.5976331 + 9.11982246}$

$= \sqrt{40.7174556}$

= 6.38102308

The next step calculated t_o score by formula:

$$t_o = \frac{M_{pre\ -test} - M_{post\ -test}}{SE_{M_{pre\ -test}} - SE_{M_{post\ -test}}}$$

$$= \frac{125.9615384 - 69.5384615}{6.38102308}$$

$$= \frac{56.4230769}{6.38102308}$$

$$= 8.84232453$$

From the computation above, it was shown that the difference coefficient of students before and after taught using dicto-comp technique as 8.84232453. From the calculation above would be compared to the $t_{index}(t_t)$ with the condition stated below:

1) If the $t_o \geq t_t$ Ha was accepted. It meant that there was a significance difference before and after taught by dicto-comp in experiment class.
2) If the $t_o \leq t_t$ Ha was rejected. It meant that there was not a significance difference before and after taught by dicto-comp in experiment class.

To determine the t_o was by checking db and consulted with the t_t score:

db= (n_x+n_y)-2

= (26+26)-2

= 50

From the calculation above the t_o was 8.84232453 than the significance 5% from db (50) was 2.01 and 1% was 2.68. It mean that$t_o > t_t$. Students taught

using dicto-comp was achieve a better score in listening comprehension. It meant that Ha was accepted.

From the data above, the researcher could conclude that there was a significant difference in listening comprehension score between pre-test and post-test at experiment class.

4. The Result of Control Class

The table below showed the sore pre-test of students which taught using ordinary method.

Table 4.8

The Score of Students' Pre-Test and Post-test in Control Class

No	Name	Pre-Test	Post-test
1	Abdillah	36	56
2	Alfin	60	64
3	Ali	64	72
4	Arda	Out	Out
5	Bahaudin	72	72
6	Lutfi	64	68
7	Minhjul	68	76
8	Zaenal	64	68
9	Annisa	64	72
10	Asfirroh	76	80
11	Diah	76	84
12	Dwi	60	68
13	Eka	68	72
14	Eki	72	72
15	Maulidah	68	72
16	Naily	80	64
17	Naufa	72	84
18	Nio	60	76
19	Sefi	72	80

20	Sinditiya	64	72
21	Siska	48	64
22	Siti Fatimatu	68	72
23	Siti Handriati	72	68
24	Solikah	68	76
25	Endang	72	72
26	Dwi	76	80
27	Zulfa	72	76
	N=26	1736	1880

From the table above, the highest scores for control class in pre-test was 80 and there was only one student who got the highest score. Then, the lowest score for the control class in pre-test was 36; and there was one student who has the lowest score. The total of control class score was 1736. On the other hand, the highest scores of post-test in control class was 84; there were two students who got the highest score. And the lowest score post-test for the control class was 56; there was one student who has the lowest score. The total of control class score was 1880.

From the result above, the researcher analyzed it to know the significance difference between pre-test and post-testscore in control class. The calculation was follows:

The first step calculated the interval and class of pre-test to make the table distribution:

$$I = \frac{R}{K}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 80

Lowest score was 36

R= H-L+1

= 80-36+1

= 45

$$I = \frac{R}{K}$$

$$= \frac{45}{6}$$

=7.5 (8)

From the statistic above, it knew that the total range was 45 and the interval was 8.

The second step was finding average (mean) of pre-test of control class by formula:

Table 4.9

The Computation of Students' Pre-test of Control Class

Score Pre-test	F	Fkb	fka	x'	fx'	x'²	fx'²
75-82	4	26	4	1	4	1	16
67-74	12	22	16	0	0	0	0
59-66	8	10	24	-1	-8	1	64
51-58	0	2	24	-2	0	4	0
43-50	1	2	25	-3	-3	9	9
35-42	1	1	26	-4	-4	16	16
	26	-	-	-	-11	31	105

$M_{pre\text{-}test}$= M' + $\left(\frac{\sum fx'}{n}\right)$i

= 72+ $\left(\frac{-11}{26}\right)$8

= 72+ (-0.4230769)8

= 72 + (-3.3846152)

= 68.6153848

Then, the third step was looking for SD pre-test of control class by formula:

$$SD_{pre\text{-}test}=\sqrt[i]{\frac{\sum f\left(x'\right)^2}{n}-\left(\frac{\sum fx'}{n}\right)^2}$$

$$=\sqrt[8]{\frac{105}{26}-\left(\frac{-11}{26}\right)^2}$$

$= \sqrt[8]{4.03846154 \quad - 0.17899406}$

$= \sqrt[8]{3.85946748}$

= 8 x 3.85946748

= 30.8757398

The forth step calculated the interval and class of post-test to make the table distribution:

$$\boxed{I = \frac{R}{K}}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 84

Lowest score was 56

R= H-L+1

= 84-56+1

= 29

$I = \frac{R}{K}$

$$= \frac{29}{6}$$

= 4.83333333 (5)

From the statistic above, it knew that the total range was 29 and the interval was 5.

The fifth step was finding average (mean) of post-test of control class by formula:

Table 4.10

The Computation of Students' Post-test of Control Class

Score Pre-test	f	Fkb	fka	x'	fx'	x'²	fx'²
81-85	2	26	2	+2	+4	4	16
76-80	7	24	9	+1	+7	1	49
71-75	9	17	18	0	0	0	0
66-70	4	8	22	-1	-4	1	16
61-65	3	4	25	-2	-6	4	36
56-60	1	1	26	-3	-3	9	9
	26				-2	19	126

$M_{post\text{-}test} = M' + \left(\frac{\sum fx'}{n}\right)i$

$= 72 + \left(\frac{126}{26}\right)5$

= 72+ (4.84615385) 5

= 72+ 24.2307692

= 96.2307692

The sixth step was looking for SD pre-test of control class by formula:

$$SD_{post\text{-}test} = {}^{i}\sqrt{\frac{\sum f\left(x'\right)^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= {}^{5}\sqrt{\frac{126}{26} - \left(\frac{-2}{26}\right)^2}$$

$$= {}^{5}\sqrt{4.84615385 - 0.00591716}$$

$$= {}^{5}\sqrt{4.84023669}$$

= 5 x 4.84023669

= 24.2011834

Then, the seventh step was determining standard error mean pre-test and post-test by formula as follows:

$$SE_{Mpre\text{-}test} = \frac{SD_{pre\ -test}}{\sqrt{n-1}}$$

$$= \frac{30.8757398}{\sqrt{26-1}}$$

$$= \frac{30.8757398}{\sqrt{25}}$$

$$= \frac{30.8757398}{5}$$

= 6.17514796

$$SE_{Mpost\text{-}test} = \frac{SD_{post\ -test}}{\sqrt{n-1}}$$

$$= \frac{24.2011834}{\sqrt{26-1}}$$

$$= \frac{24.2011834}{\sqrt{25}}$$

$$= \frac{24.2011834}{5}$$

= 4.84023668

The eighth step calculated difference standard error score of the means of pre-test and post-test by formula as follows:

$$SE_{Mpre\text{-}test\ -\ Mpost\text{-}test} = \sqrt{SE_{Mpre\ -test}{}^{2} + SE_{Mpost\ -test}{}^{2}}$$

$$= \sqrt{6.17514796^2 + 4.84023668^2}$$

$$= \sqrt{38.1324523 + 23.4278911}$$

$$= \sqrt{61.5603434}$$

= 7.84603998

The next step calculated t_o score by formula:

$$t_o = \frac{M_{pre\ -test} - M_{post\ -test}}{SE_{M\ pre\ -test} - SE_{M\ post\ -test}}$$

$$= \frac{68.6153848 - 96.2307692}{7.84603998}$$

$$= \frac{-27.615384}{7.84603998}$$

= -3.5196588

From the computation above, it was shown that the difference coefficient of students before and after taught using dicto-comp technique in control class as

-3.5196588.From the calculation above would be compared to the $t_{index}(t_t)$ with the condition stated below:

1) If the $t_o \geq t_t$ Ha was accepted. It meant that there was a significance difference before and after taught by dicto-comp in control class.
2) If the $t_o \leq t_t$ Ha was rejected. It meant that there was not a significance difference before and after taught by dicto-comp in control class.

To determine the t_o was by checking db and consulted with the t_t score:

$db = (n_x+n_y)-2$

$= (26+26)-2$

$= 50$

From the calculation above the t_o was -3.5196588 than the significance 5% from db(50) was 2,01 and 1% was 2.68. It mean that$t_o < t_t$. Students taught using dicto-comp was not achieve a better score in listening comprehension. It meant that Ha was rejected.

From the data above, the researcher could conclude that there was not a significant difference in listening comprehension score between pre-test and post-test at control class.

C. Data Analysis

1. The Result of Assumption Test for Parametric Statistic

a. Normality Test

In this research, the researcher used Kolmogorov-Smirnorv formula to analyze normality. For this test, it would be proposed the hypothesis as follow:

Ho : the data was not normal distribution.

Ha : the data was normal distribution.

Table 4.11

Normality of Data and Calculation of the Students' Post-test in Experiment Class

X	F	FX	X^2	FX^2
92	3	276	8464	25392
88	2	176	7744	15488
84	5	420	7056	35280
80	6	480	6400	38400
76	3	228	5776	17328
72	4	288	5184	20736
68	2	136	4624	9248
64	1	64	4096	4096
TOTAL	**∑F=26**	**∑ FX =2068**	**∑ X^2=49344**	**∑ FX^2=165968**

Calculate the average

$$Mx = \frac{\sum fx}{n}$$

$$= \frac{2068}{26}$$

$$= 79.53846$$

Calculate the deviation standard:

$$SD_X = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{165968}{26} - \left(\frac{2068}{26}\right)^2}$$

$$= \sqrt{6383.38 - 6326.367}$$

$=\sqrt{57.108}$

$= 7.557$

Table 4.12

The Result of Normality Test for Experimental Class

X	F	FKb	F/n	FKb/n	Z	P ≤ Z	a_2	a_1
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
92	3	26	0.1154	1	1.649	0.9495	0.0505	0.06488
88	2	23	0.0769	0.8846	1.112	0.8665	0.0181	0.05882
84	5	21	0.1923	0.8077	0.590	0.7224	0.0853	0.7223
80	6	10	0.2308	0.3846	0.061	0.739	0.3544	0.0302
76	3	10	0.1154	0.3846	-0.468	0.3228	0.0618	0.05357
72	4	7	0.1538	0.2692	-0.997	0.1587	0.1105	0.04332
68	2	3	0.0769	0.1154	-1.527	0.0630	0.0524	0.02452
64	1	1	0.0385	0.0385	-.056	0.0197	0.0188	0.01966

$D_{(0,05,26)}$ from index is 0.24

Maximum value of a_1 was 0.7223

$a_1 > D_{index}$

Because the maximum value of a_1 was 0.7223 in which the index was biggest than a_1, so the decision was to reject Ho. Its mean the data was normality distribution.

Table 4.13

Normality of Data and Calculation of the Students' Post-test in Control Class

Y	F	FY	Y^2	FY^2
84	2	168	7056	14112
80	3	240	6400	19200

76	4	304	5776	23104
72	9	648	5184	46656
68	4	272	4624	18496
64	3	192	4096	12288
56	1	56	3136	3136
TOTAL	∑ **F**=26	∑ **FY**=1880	∑ **Y²** = 36272	∑ **FY²** = 136992

Calculate the average:

$$My = \frac{\sum fy}{n}$$

$$= \frac{1880}{26}$$

$$= 72.3076923$$

Calculate the deviation standard:

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= \sqrt{\frac{136992}{26} - \left(\frac{1880}{26}\right)^2}$$

$$= \sqrt{5268.92308 - 5228.40237}$$

$$= \sqrt{40.52071}$$

$$= 6.36558795$$

Table 4.14

The Result of Normality Test for Control Class

Y	F	FKb	F/n	FKb/n	Z	P ≤ Z	a	a
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
84	2	26	0.0769	1	1.8368	0.9671	0.0329	0.0440
80	3	24	0.1154	0.9231	1.2084	0.8869	0.0362	0.0792
76	4	21	0.1538	0.8077	0.58	0.719	0.0887	0.0651
72	9	17	0.3462	0.6538	-0.0483	0.4801	0.1737	0.2724
68	4	8	0.1538	0.3077	-0.6767	0.2483	0.0594	0.0944
64	3	4	0.1154	0.1538	-1.3051	0.0951	0.0587	0.0566
56	1	1	0.0385	0.0385	-2.5619	0.0052	0.0333	0.0052

$D_{(0,05,26)}$ from index is 0.24

Maximum value of a_1 was 0.2724

$a_1 > D_{index}$

Because the maximum value of a_1 was 0.2724 in which the index was biggest than a_1, so the decision was to reject Ho. Its mean the data was normality distribution.

b. Homogeneity

Homogeneity test is the variance ratio test between two groups or more. It can be tested by Harley test and the formula as follows:

$$F(max) = \frac{Var\ max}{Var\ min} = \frac{SD\ max^2}{SD\ min^2}$$

Table 4.15

Frequentation Distribution Table of X

X	F	FX	X^2	FX^2
92	3	276	8464	25392
88	2	176	7744	15488
84	5	420	7056	35280
80	6	480	6400	38400
76	3	228	5776	17328
72	4	288	5184	20736
68	2	136	4624	9248
64	1	64	4096	4096
TOTAL	**26**	**2068**	**-**	**165968**

Table 4.16

Frequentation Distribution Table of Y

Y	F	FY	Y^2	FY^2
84	2	168	7056	14112
80	3	240	6400	19200
76	4	304	5776	23104
72	9	648	5184	46656
68	4	272	4624	18496
64	3	192	4096	12288
56	1	56	3136	3136
TOTAL	26	1880	-	136992

Calculate of standard deviation

$$SD_X = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{165968}{26} - \left(\frac{2068}{26}\right)^2}$$

$$= \sqrt{6383.38 - 6326.367}$$

$$= \sqrt{57.108}$$

$$= 7.557$$

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= \sqrt{\frac{136992}{26} - \left(\frac{1880}{26}\right)^2}$$

$$= \sqrt{5268.923 - 5228.402}$$

$$= \sqrt{40.52071}$$

$$= 6.366$$

Calculate homogeneity with Harley formula

$$F(max) = \frac{7.557^2}{6.366^2}$$

$$= \frac{57.1082}{40.5260}$$

$$= 1.4092$$

db = n-1;k

= 26-1; 2

= 25;2

= 2.91;2

= 1.455

Ho = data is homogenous

Ha = data not homogenous

The result of calculation was Fmax (1.4092) in which the index was less than Fmax index (1.455). So, the decision was to accept Ha, which meant the data was homogeny distributed.

2. The Analysis of Students' Post-test of Experimental and Control Class

The researcher used a listening comprehension test for 26 students at experiment class and 26 students at control class to get the data. And to knew the students' listening comprehension at tenth grade of Al-Islam Islamic Boarding School Joresan-Mlarak, Ponorogo in academic year 2016-2017' effective or not, the researcher applied "t" test, the formula as stated below.

The first step prepared the calculation table of X and Y and formulated the hypothesis.

Ha : There was significant difference between the students' listening comprehension score who were taught by dicto-comp technique and who were taught by ordinary method.

Ho : There was no significant difference between the students' listening comprehension score who were taught by dicto-comp technique and who were taught by ordinary method.

Calculated interval and range to make calculation table for post-test of experiment class by formula as follows:

$$I = \frac{R}{K}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 92

Lowest score was 64

R = H – L + 1

= 92-64+1

= 29

$$I = \frac{R}{K}$$

$$= \frac{29}{6}$$

$= 4.833\ (5)$

From the statistic above, was known that the total range was 28, the total of class was 6 and interval was 5.

Table 4.17

The Computation of Students' Post-test in Experimental Class

Score Pre-test	F	Fkb	fka	x'	fx'	x'²	fx'²
89-93	3	26	3	2	6	4	36
84-88	7	23	10	1	7	1	49
79-83	6	16	16	0	0	0	0
74-78	3	10	19	-1	-3	1	9
69-73	4	7	23	-2	-8	4	64
64-68	3	3	26	-3	-9	9	81
	26				-7	19	239

Calculated interval and range to make calculation table for post-test of control class by formula as follows:

$$I = \frac{R}{K}$$

K = 1+ 3.322 log n

K = 1+ 3.322 log 26

K =1 + (3.322 x 1.414973348)

K = 1 + 4.700541462

K = 5.700541462 (6)

Highest score was 84

Lowest score was 56

R= H-L+1

= 84-56+1

= 29

$$I = \frac{R}{K}$$

$$= \frac{29}{6}$$

= 4.83333333 (5)

Table 4.18

The Computation of Students' Post-test in Control Class

Score Pre-test	F	Fkb	fka	x'	fx'	x'²	fx'²
81-85	2	26	2	+2	+4	4	16
76-80	7	24	9	+1	+7	1	49
71-75	9	17	18	0	0	0	0
66-70	4	8	22	-1	-4	1	16
61-65	3	4	25	-2	-6	4	36
56-60	1	1	26	-3	-3	9	9
	26				-2	19	126

The second step was finding average (mean) of variable X and Y, by formula:

$M_X = M' + i\left(\frac{\sum fx'}{n}\right)$

$= 80+5\left(\frac{239}{26}\right)$

$= 80 + 5\ (9.19230769)$

$= 80+ 45.9615384$

$= 125.9615384$

$M_Y = M' + i\left(\frac{\sum fx'}{n}\right)$

$= 72+ 5\left(\frac{126}{26}\right)$

$= 72+5\ (4.84615385)$

$= 72+ 24.2307692$

$= 96.2307692$

The third was determining deviation standard of variable X and Y, with formula:

$SD_X = {}^{i}\sqrt{\frac{\sum f\ (x')^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

$= {}^{5}\sqrt{\frac{239}{26} - \left(\frac{-7}{26}\right)^2}$

$= {}^{5}\sqrt{9.1923 - 0.0725}$

$= {}^{5}\sqrt{9.11982247}$

$= 5 \text{ x } 3.01990438$

$= 15.0995219$

$SD_Y = {}^{i}\sqrt{\frac{\sum f\ (x')^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

$= {}^{5}\sqrt{\frac{126}{26} - \left(\frac{-2}{26}\right)^2}$

$= {}^{5}\sqrt{4.8462 - 0.0059}$

$= {}^{5}\sqrt{4.84023669}$

$= 5 \text{ x } 4.84023669$

$= 24.2011834$

The fourth was determining standard error mean of variable X and Y, with formula:

$SE_{Mx} = \frac{SD_x}{\sqrt{n-1}}$

$= \frac{15.0995219}{\sqrt{26-1}}$

$= \frac{15.0995219}{\sqrt{25}}$

$= \frac{15.0995219}{5}$

$= 3.01990435$

$SE_{MY} = \frac{SD_Y}{\sqrt{n-1}}$

$= \frac{24.2011834}{\sqrt{26-1}}$

$= \frac{24.2011834}{\sqrt{25}}$

$= \frac{24.2011834}{5}$

$= 4.84023668$

The fifth step was determining the differences of mean variable X and Y, with formula:

$$SE_{MX - MY} = \sqrt{SE_{MX}{}^2 + SE_{MY}{}^2}$$

$$= \sqrt{3.01990435^2 + 4.84023668^2}$$

$$= \sqrt{9.11982228 + 23.4278911}$$

$$= \sqrt{32.5477134}$$

$$= 5.70506033$$

The sixth step was calculated t, with the formula:

$$t_o = \frac{M_X - M_Y}{SE_{M_X} - SE_{M_Y}}$$

$$= \frac{125.9615384 - 96.2307692}{5.70506033}$$

$$= \frac{29.7307692}{5.70506033}$$

$$= 5.21129795$$

D. Discussion

This research applied an experimental research that had two variables; dependent variable (listening skill) and independent variable (dicto-comp) and it used non-equivalent (pre-test and post-test) group control design. The population was all students of tenth grade students of Al-Islam Islamic Boarding School in academic year 2016/2017. The researcher took 56 students as a sample, 26 students as experiment class and 26 students as control class. The experiment

class was XC which taught using dicto-comp technique and control class was XD which taught using ordinary method.

The research was conducted to know whether there was a significant effect of dicto-comp technique on students' listening comprehension at tenth-grade of Al-Islam Islamic Boarding School Joresan-Mlarak, Ponorogo in academic year 2016/2017 or not. In this research, test used to get data score.

From the computation data above, the difference coefficient between students taught using dicto-comp technique and students taught using ordinary method was (t_o) 5.21129795, from the calculation above would be compared to the t_{index}(t_t).To determine the t_o was by checking db and consulted with the t_t score:

$$db = (n_x + n_y) - 2$$
$$= (26+26) - 2$$
$$= 50$$

From the calculation above the t_o was 5.21129795 than the significance 5% from db(50) was 2.01 and 1% was 2.68. It mean that$t_o > t_t$. Students taught using dicto-comp was achieve a better score in listening comprehension. It meant that Ha was accepted.

From the data above, the researcher could conclude that there was a significant difference in listening comprehension score between students taught using dicto-comp technique and students taught using ordinary method. And the result of this research support the theory "dicto-comp technique involves two skills at once; listening and writing".In other word, dicto-comp technique was

effective to teach listening comprehension at tenth grade of Al-Islam Islamic Boarding School in academic year 2016-2017.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analyzed previously, the result of this research is the main score of the post-test from experimental class is higher (125.9615384) than post-test from control class (96.2307692). It has been found that the comparison value (t_o) between students' listening comprehension achievement who are taught using dicto-comp technique and who are no is 5.21129795. This is higher than t_t value in table, which $t_t = 2.01$ at the level of significant 5% with db=50. So, Ha is accepted.

In other word, dicto-comp technique was effective to teach listening comprehension at tenth grade of Al-Islam Islamic Boarding School Joresan-Mlarak, Ponorogo in academic year 2016-2017.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

For school is suggested to improve the facilities and system to help students in learning process. So they will maximize their skill for a good achievement.

Then for English teacher, they should be creative to use the technique in teaching process in order to make students interesting in lesson. They teacher should present the language enjoyable und understandable way.

Furthermore, the students are hoped to be active in teaching learning process and improve their English language. And students should focus during the lesson. It is better for them to share each other for their knowledge. Because, it will give more understanding in English lesson for students.

The suggestions above are given based on the research that was done by the researcher. The writer hopes the suggestion can give positive contribution for improving the teaching and learning process in Al-Islam Islamic Boarding School.

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