

**THE EFFECTIVENESS OF DICTOGLOSS  
TECHNIQUE ON LISTENING SKILL OF SHORT  
FUNCTIONAL TEXT AT THE EIGHT GRADE  
STUDENTS OF MTSN 2 MADIUN**

**THESIS**



**By**

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## ABSTRACT

**WAHYUNINGSIH, RAHAYU.** 2019. *The Effectiveness of Dictogloss Technique on Listening Skill of Short Functional Text at The Eight Grade Students of MTsN 2 Madiun in Academic Year 2018/2019.* **Thesis.** English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Wiwin Widyawati, M.Hum.

### **Keywords: listening, dictogloss technique**

Listening is language modality for daily communication and one of the processes to receive message conversation. Listening is the ability to identify and understand what others are saying. Dictogloss technique is integrated skills technique for language learning in which students work together to create a reconstructed version. In this technique students listen to a recorder, note down key words and then work together to create a reconstructed version of the text.

The purpose of this research is to examine whether there is a significant difference between the listening skill students who are taught by dictogloss technique and those who are not taught by dictogloss technique at MTsN 2 Madiun at the eighth grade in academic year 2018/2019 .

This research applied quantitative approach and used the quasi-experimental design. It assigned two classes who are taught by two different techniques. The experimental class are taught by dictogloss technique and control class are taught by ordinary technique. The population were the eighth grade students of MTsN 2

Madiun which consists of 168 students. The samples were 59 students (28 students of experimental class and 31 students of control class). The sampling technique used simple random technique. The techniques of data collection were interview, test and documentation. It was analysed and processed by using statistic data calculation of T-test formula by using SPSS 23.00.

There are some problems when the dictogloss technique applied in listening class at experimental class such as the students' lack of vocabulary mastery, some students not concentrate at the material because they had low motivation in listening class, and the common problem is students' shyness. The result showed that the experimental class had higher mean score in the post-test than control class. The mean score of post-test in the experimental class was 75.17, while the class was control 65.48. Besides, the result of T-test calculation showed that value of  $t_{\text{test}}$  higher than the value of  $t_{\text{table}}$ . The value of  $t_{\text{test}}$  was 5.681 while the value of  $t_{\text{table}}$  with  $db = 57$  was 2.00. Based on those result, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected.

Based on the explanation above, it can be said that there is significant difference on students' listening skill that are taught by dictogloss technique. In other word, dictogloss technique is effective to students' listening learning skill in the eighth grade students of MTsN 2 Madiun in Academic Year 2018/2019 ).

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and or nonverbal messages.<sup>1</sup> It can be concluded that listening is language modality for daily communication and one of the processes to receive a message from conversation. All people must listen carefully while hearing same pronunciations. Because it

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<sup>1</sup> Babita Tyagi, “*Listening : An Important Skill and Its Various Aspects*,” *The Criterion*: (2013), 1.

may make misconception in interpretation of the messages.

Listening was the least emphasized skill in EFL classes; However, it is now recognized as a language skill which needs an active process in the learners' mind and involves a highly complex problem-solving activity, there for it has increasingly received more attention in language learning.<sup>ʏ</sup> Listening is fundamental thing to understand the other skills, speaking, reading and writing. Therefore, to be familiar with listening skill, the student needs to practice as much as possible to get the point of what they have heard. Teacher also has an important role for the students to accompany and give instruction.

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<sup>ʏ</sup> Mina Taheri, Saeed Taki, The Effect of Dictogloss on Listening Comprehension: Focus on Metacognitive Strategies and Gender. *International Journal of Applied Linguistics & English Literature*, E-ISSN: 2200-3452 & P-ISSN: 2200-3592 .

Teaching listening in the classroom is different from real life listening. According to Ur in Regina Rahmi said that a real life listening fulfils some conditions such as :

- (1) we listen for a purpose and with certain information,
- (2) we make an immediate response to what we hear, (3) we see the person we are listening to, (4) there are some visual or environmental clues as the meaning of what is heard comes in short chunks, (5) most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character.<sup>ʳ</sup>

Ruth Wajnyrb in Zorana Vasiljevic said that dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It

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<sup>ʳ</sup> Regina Rahmi, *The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Mesjid Raya* (<https://media.neliti.com/publications>) accessed on 18<sup>th</sup> January 2019.

was originally introduced by Ruth Wajnryb (1990) as an alternative method of teaching grammar. Wajnryb in Zorana Vasiljevic argues that this method gives a student a more precise understanding of English grammar than do other approaches and consequently leads to higher accuracy in language use. Compared to other more traditional approaches to teaching grammar the value of dictogloss is in its interactive approach to language learning.<sup>4</sup>

Dictogloss represents a major shift from traditional dictation. When it is implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative

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<sup>4</sup> Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teaching*, Vol. 3, No.1

assessment, and teachers as colearners. These principles flow from an overall paradigm shift that has occurred in second language education.<sup>o</sup>

Dictogloss offers several potential advantages for teaching listening comprehension. Nunan (2004) explains that dictogloss is an effective pedagogical task because it is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to convey meaning. According to Nunan (1995), the dictogloss technique provides a useful bridge between bottom-up and top-down understanding.<sup>v</sup>

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<sup>o</sup> George Jacobs, Combining Dictogloss And Cooperative Learning To Promote Language Learning, The Reading Matrix Vol.3. No.1, April 2003.

<sup>v</sup> Mina Taheri, Saeed Taki, The Effect of Dictogloss on Listening Comprehension: Focus on Metacognitive Strategies and Gender. *International Journal of Applied Linguistics & English Literature*, E-ISSN: 2200-3452 & P-ISSN: 2200-3592 .

Therefore, Dictogloss technique is an alternative one of the most to help learners in teaching English especially in listening skill. To learn listening, learner needs knowledge of the language as generality. Using dictogloss may help learners of their listening ability, because in this method contains of principles of language learning, such us cooperation with their friends, drilled listening skill through get new vocabularies, to merge words based on their understanding.

Functional text is text that serves to provide information that is considered important to someone. Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has specific information. Kinds of functional texts are notice, announcement, advertisement, short message, label, sign, pamphlet,

brochure and the other short texts. The social function is to give information to someone about something.<sup>y</sup>

Short functional text has become a topic of conversation in everyday life. It can only be found in public places everywhere, such as at school, library, supermarket, a city park, etc. The school are examples where we can find an announcement. An announcement can be put on a bulletin board or announced directly by horn speaker. The students can learn listening skill while an announcement delivered by horn speaker.

Based on the researcher's pre-observation in MTsN 2 Madiun, it was found the students assume that English lesson is very difficult especially in listening skill. They had low motivation in listening class. Only a few of them

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<sup>y</sup> Rahmad Husein & Anni Holila Pulungan. *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris Bab IV Notice and Announcement*, (Online), (<https://www.usd.ac.id/fakultas/pendidikan/f113/PLPG2017/Download/materi/bing/BAB-IV-Notice-and-Announcement.pdf>) accessed on 21<sup>st</sup> January 2019.

who want to concentrate in teaching learning process and the others chatted with their friends.<sup>^</sup>

When the English teacher teaches listening, the teacher usually read the text by herself and sometimes the teacher brings audio or recording to supporting the learning materials. In the learning process, the students found difficulties in listening comprehension. The students were confused with the teacher saying. The teacher tried to pronounce slowly and repeatedly, but their score still not reached the passing grade. While in the MTsN 2 Madiun does not have a language laboratory, so that students are not familiar with listening material. The researcher tried to use a dictogloss technique to help to facilitate the listening lessons and the researcher hopes it technique can contribute to make their listening learning well.

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<sup>^</sup> Interviewed on 19<sup>th</sup> January 2019.

Based on the description above, it is important to find out the effect of dictogloss technique in teaching listening skill. The researcher had taken location in MTsN 2 Madiun to apply this strategy. This study focuses on the eighth grade students of MTsN 2 Madiun in academic year 2018/2019 . The title of this study is “The Effectiveness of Dictogloss Technique on Listening Skill of Short Functional Text at Eight Grade Students of MTsN 2 Madiun in academic year 2018/2019 , Rejosari-Kebonsari, Madiun”.

## **B. Limitation of the Problem**

To focus on the learning and to avoid a distortion in the original purpose of the research object of this study, the researcher wants to focus on listening skill of short functional text by using dictogloss technique. This research is conducted at the eighth grade students of

junior high school in MTsN 2 Madiun in academic year 2018/2019 .

### **C. Statements of the Problem**

Based on the background of study, the researcher formulates the research question:

1. Do the students taught by dictogloss technique have better listening score than those not taught by non-dictogloss technique?
2. Are there any problems in applying dictogloss technique?

### **D. Objectives of the Study**

Based on the problem statement above, the objective as the the main target of this research paper. The objective was to know:

1. To know whether the students taught by dictogloss technique have better listening score than those not taught by dictogloss technique.

2. To know whether there are some problems in applying of dictgloss technique on listening skill of short functional text to the eight grade students of MTsN 2 Madiun in academic year 2018/ 2019.

### **E. Significances of the Study**

The result of this research was expected to be beneficial for:

1. Theoretically

The result of this research, hopefully could give contribution for knowledge development especially is listening skill.

2. Practically

- a. For readers

This study is expected to give a contribution for readers, particularly the students of the eight grade students of MTsN 2 Madiun, in developing

listening comprehension skill and in enriching references concerned on dictogloss technique.

b. For teachers

For English teacher, it can be considered to know the students' ability and the lifelines for directly toward speaking through dictogloss technique.

c. For students

Students can develop their ability in English particularly listening skill with dictogloss technique.

d. For researcher

The researcher can know in more detail the effectiveness of dictogloss technique on listening skill to the eight grade students at MTsN 2 Madiun.

## **F. Organization of the Study**

In this research, the researcher used the organization of the study that consists of five chapters such as follows:

The first chapter is the Introduction. It consists of background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study and organization of the thesis.

The second chapter of this research is review of related literature that consists of theoretical background, theoretical framework, hypothesis and previous research finding. The theoretical background explain about the nature of listening, kinds of listening, micro skills of listening, listening difficulties, dictogloss technique, advantages of using dictogloss technique, weaknesses of

dictogloss, problem in teaching listening by using dictogloss technique, and explain about short functional text.

The third chapter is research methodology. It consists of research design, population and sample, instrument of data collection, techniques of data collection, and technique of data analysis.

The fourth chapter is research findings, consists of data analysis, discussion and interpretation.

The fifth chapter or last chapter is closing. It consists of conclusion and recommendation as the end discussion content series of thesis.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Background

##### 1. The Nature of Listening

Listening is a medium for humans to get information as knowledge. Listening is considered the basic form of language acquisition. This is proved by a new born baby who starts to acquire language by listening to the voices around her before she starts to speak, read or write. Furthermore, listening is also regarded as the medium through which people get a large portion of their education. As a result, listening is crucial for human language development. This is supported by Krashen (1985) who argues that language is predominantly achieved by receiving understandable input and listening ability is the critical component in achieving

understandable language input. Listening is a medium for humans to get information as knowledge.<sup>9</sup>

Listening includes active skills. It's not as easy as one might think (Mee, 1990). In addition, this is one of the essential skills in language teaching and learning; Listening is also an important process in communication. Of the three skills, listening plays an important role in communication. Feyten (1991) argues that 45% of the communication process is in listening and 55% in speaking, reading, and writing.<sup>10</sup>

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<sup>9</sup> Dian Maya Dhista , Using Dictogloss To Improve Listening Comprehension, *English Education Journal (Eej)*, 8(2), 149-163, April 2017.

<sup>10</sup> Muthmainnah, Andi Asrifin, at all. “ The Use of Dictogloss Technique on Elt Classroom: An Experiment Study of Students Listening Comprehension ” *Proceeding of the 65th TEFLIN International Conference, Universitas Negeri Makassar, Indonesia 12-14 July 2018, Vol. 65. No. 1*

Listening also includes comprehension of meaning bearing-words, phrases, clues, sentences, and connected discourse. Furthermore, Wift (2000 cited in Osada, 2004, p. 21) states that “listening is an invisible mental process, making it difficult to be described”. Listeners must discriminate between sounds, understand vocabulary, grammatical structure, interpret stress and intentions, retain and interpret this within immediate as well as the larger social-cultural context of the utterance.<sup>11</sup>

## 2. Kinds of Listening

Student can improve their listening skills and gain valuable language input through combination of extensive and intensive listening material and procedures. Listening of both kinds in especially

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<sup>11</sup> Maman Asrobi, Khaerul Amni, The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners, *Voices of English Language Education Society*; Vol. 1, No. 1; April 2017

important since it provides the perfect opportunity to hear voices other than the teacher's, enables student to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation. These kinds of listening skill:

a. Extensive listening

Extensive listening where the teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement can also have a dramatic effect on a student's language learning. Extensive listening will usually take place outside the classroom, in the students's home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when

students make their own choices about what they are going to listen to.

Material for extensive listening can be found from a number of sources. A lot of simplified readers are now published with an audio version on tape. These provide ideal listening material. Many students will enjoy reading and listening at the same time using both the reader and tape. Students can also have their own copies of course book tapes, or tapes which accompany other books written especially at their level. They can also listen to tapes of authentic material, provided that it is comprehensible.

In order for extensive listening to work effectively with a group of students - or with group of students - we will need to make a collection of appropriate tapes clearly marked for

level, topic, and genre. These can be kept - like simplified readers - in a permanent collection (such as in a self – access centre, or in some other location), or be kept in a box or some other container which can be taken into classrooms.

The keenest students will want to listen to English tapes outside the classroom anyway, and will need little encouragement to do so. Many others, however, will profit from having the teacher give them reasons to make use of the resources available. In order to encourage extensive listening we can have students perform a number of tasks. They can record their responses to what they heard in a personal journal, or fill in report forms which we have prepared asking them to list the topic, assess the level of difficulty, and summarise the contents of

a tape. We can have them write comments on cards which are kept in a separate comments box, add their responses to a large class listening poster, or write comments on a student web site.

The purpose of these or any other tasks is to give students more reasons to listen. If they can then share their information with colleagues they will feel they have contributed do to the progress of the whole group. The motivational power of such should not be underestimated.

b. Intensive listening

A popular way of ensuring genuine communication is live where the teacher and or visitor to the class talk the students. This has obvious advantages since students can interrupt speaker s and for clarification. They can by their expressions and demeanour, indicate if the

speaker is going too slowly or too fast. Above all they can see who they are listening to. Live listening can take the following forms: reading aloud, storytelling, interviews, and conversations. Live listening is not a substitute for audiotapes or disks either in the classroom, language laboratory, or self-access centre but it does offer an extra dimension to the listening experience over a series of lessons.<sup>11</sup>

### 3. Micro and Macro Skills of Listening

A useful way of synthesizing the above two lists is to consider a finite number of micro and macroskills implied in the performance of listening comprehension. Richards' (1983) list of microskills has proven useful in the domain of specifying objectives for learning and may be even more useful

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<sup>11</sup> Jeremy harmer, *The Practice of English Language Teaching*, (London: Longman Group Ltd, 1998), 228.

in forcing test makers to carefully identify specific assessment objectives. There are seventeen micro skills of listening as follows:<sup>17</sup>

- a. Retain chunks of language of different lengths in short term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signalling information.
- d. Recognized reduced forms of words.
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f. Process speech at different rates of delivery.

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<sup>17</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Longman, 2001), 225-256.

- g. Process speech containing pauses, errors, correction, and other performance variables.
- h. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralisation), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognized that a particular meaning may be expressed in different grammatical forms.
- k. Recognized cohesive devices in spoken discourse.

Macroskills of listening:

- l. Recognized the communicative functions of utterances, according to situations, participants, goals,

- m. Infer situations, participants, goals, using real-world knowledge.
- n. From events, ideas, etc. Described predict outcomes, infer links and connections between events, deduce causes and effects, detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Distinguish between literal and implied meanings.
- p. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.
- q. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signalling comprehension or lack thereof.

#### 4. Listening Process

According to Tricia Hedge in her book, she stated that listening process include:

##### a. Bottom-up processes in listening

In the bottom-up part of listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words, we use information in the speech itself to try to comprehend the meaning. We segment speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences, and intonation patterns.

During the processes of identifying sounds, imposing structure, inferring meaning, and anticipating what comes next, memory clearly plays a crucial role. The limitations of echoic

memory enable us to hold word sequences for only for few seconds and only initial analysis of the language is possible, concentrating on key words or pauses or other significant features. The load on the short-term memory is heavy as listeners try to hold various parts of the message in mind while inferring meaning and deciding what is necessary to retain.

b. Top-down processes in listening

Top-down comprehension strategies involve knowledge that listeners brings to a text, sometimes called 'inside the head' information, as opened to the information that is available within the text itself. Top-down listening, then, infers meaning from contextual clues and from making links between the spoken message and various types of prior knowledge which listeners

hold inside their heads. Contextual clues to meaning come from knowledge of the particular situation, i.e the speaker or speakers, the setting, the topic, and the purpose of the spoken text, and from knowledge of what has been said earlier.<sup>14</sup>

#### 5. Listening Difficulties

Based on Penny Ur, in his book he stated that listening difficulties are:

##### a. Trouble with sounds

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

##### b. Have to understand every word

This is a very common problem, often unconsciously fostered by teachers and or

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<sup>14</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, (UK, Oxford University Press: 2003), 230-232.

listening comprehension materials which encourage the learners to be that everything that is said bears (equally) important information. The efforts understand everything often results in ineffective comprehension, as well as feelings of fatigue and failure. We may need to give learners practice in select ignoring of heard information something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasions tasks that ask them to scan a relatively long text for one or two listened items information.

c. Can't understand fast, natural native speech

Learners will often ask you to slow down and speak clearly by which they mean

pronounce each word the way it would sound in isolation and the temptation is to do as they ask. But if you do, you are not helping them to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal talk as they can successfully understand as soon as possible, and it is worth taking the time to explain to them why. One of the advantages of teacher produced talk is that you can provide them with this sound of discourse at the right level for them, getting faster and more fluent as their listening skills develop.

d. Need to hear things more than once

There may be very good pedagogical reasons for exposing learners to texts more than once. But the fact remains that in real

life they are often going to have to cope with one-off listening and we can certainly make a useful contribution to their learning if we can improve that ability to do so. We can for example, try to use texts that include redundant passages and within which the essential information is presented more than once and not too intensively, and give learners the opportunity to request clarification or repetition during the listening.

e. Find it difficult to keep up

Again, the learner feels overload with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out

what is essential and allow themselves to ignore the rest.

f. Get tired

This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short chunks through pause, listener response or change of speaker.<sup>10</sup>

6. The Teaching of Listening

At the initial stages of language learning the primary goal of listening instruction is to help learners understand the acoustic input. Listening activities are designed to give the learner practice in identifying correctly different sounds, sound-combinations and intonation patterns. As the

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<sup>10</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge University Press: 1996), 111-112.

learners' proficiency increases, meaning based activities become more important.

Listening tasks can be one-way or two-way. In a one-way task all input comes from an outside source (like a videotape) to the learner, and the learner is responsible for doing something with the input (such as writing down key words and formulating main ideas). In a two-way task, some input comes from outside, usually from a partner, and the learner has to process that information, then produce some kind of comprehensible output to a partner to complete a collaborative task. Both kinds of tasks are useful in communicatively oriented classrooms because they focus on interactive speaking and listening. For planning purposes,

listening tasks can be divided into pre-listening, while-listening, and post-listening phases:<sup>١٦</sup>

a. Pre-Listening

Effective listening tasks often involve an explicit pre-listening step, some activity that the learner does prior to listening to the main input in order to increase readiness. This step is designed to activate what the learner already knows, provide an advance organizer to help the learner predict ideas and pre-structure information (Joyce et al., 1992). The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetorical structures, specific pronunciations of phrases, or ideas to be contained in the upcoming input.

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<sup>١٦</sup> Michael Rost, *Listening Tasks and Language Acquisition*, *Voices of English Language Education Society*; Vol. 1, No. 1; April 2017

## b. While-Listening

When the learner actually begins listening to the input, there needs to be some expectation for concrete action. While-listening tasks can include guided note taking, completion of a picture or schematic diagram or table, composing questions any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. This stage of the listening task is usually the most problematic for the teacher to prepare because it involves designing a task that involves only minimal reading or writing.

## c. Post-Listening

The post-listening stage of listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows the

learner to build mental representations and develop short-term L2 memory, and increase motivation for listening a second time. Post-listening tasks can involve additional reading, writing, speaking, and interaction, and may include comparing notes, negotiating a summary with a partner, and formulating responses, or questions about what was just heard. The entire cycle of a tasks involving pre-listening, while-listening, and post-listening may require 15 minutes for each short extract that the learners hear. It is important that the cycle can be repeated to allow for a second and third listening. This repetition of while-listening and post-listening tasks, with some variation, gives learners time to try out new strategies for understanding.

## 7. Dictogloss Technique

Grammar dictation, also called dictogloss, is a favourite technique of mine. It can be used with students at almost any proficiency level, from beginner to advanced, it tests a variety of grammatical knowledge in an integrated and contextualized way, and it gets learners working collaboratively and, in the process requires them to take part in authentic communication. The technique has a number of aims and potential benefits. Learners get to use their grammar productively as they recreate a text. They are also encouraged to find out what they do and do not know about English.<sup>19</sup>

Dictogloss is a relatively recent procedure in language teaching. It borrows a little from

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<sup>19</sup> David Nunan, *Practical English Language Teaching Grammar*, (McGraw Hill, 2005), 61.

traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. In dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive, 'battered text'. In small groups, the students then pool their resources to reconstruct their version of the original text. In the final stage the various versions that the students have produced are subjected to close analysis and comparison. Through both the task of reconstruction and the following error analysis, students refine their understanding of the

language they have used. The four stages of dictogloss:

a. Preparation

At this first stage, teachers should:

- 1) Prepare learners for the text they will be hearing by exploiting the warm-up suggestions in each lesson. This type of topical warm-up prepares learners for the subject matter and makes them more receptive to the listening in the next stage: people listen more effectively when they are able to anticipate what they will hear, when their interest in the topic has been aroused, and when they become personally involved in the discussion.
- 2) Prepare learners for the vocabulary of the text. The list in each unit is a suggestion

only. Vocabulary should be pre-taught if the teacher suspects that it is unknown to the learners or difficult for them to infer.

- 3) Ensure that learners know what they are expected to do at each stage of the procedure.
- 4) Organize learners into groups before the dictation begins.

b. Dictation

As a standard procedure, learners should hear the dictation twice. The first time, they should not write, but allow the words to 'wash over them'. This way they get a global feeling for the whole passage. The second time, they should take down notes. When the students take notes during the dictation, they should be encouraged to write

down the type of word that will help them to piece together the text in the later reconstruction stage. Such words are content or information words, for example, farmer, sold, horse, that serve as memory cues or triggers.

The grammar or function words, for example, the, his, and, are to be provided by the learners themselves as part of the productive process of reconstructing the text. The text should be dictated at normal spoken speed. The general pace is comparable to that of a news broadcast on radio or TV. The dictating should not be conducted in the traditional way where the sentence is broken up into isolated word units. The semantic grouping here is the sentence. Between sentences the pauses

should be slightly longer than usual a brisk count to five under one's breath is a good standard. As far as is possible the two readings should be identical.

c. Reconstruction

As soon as the dictation is finished, the learners, working in groups, proceed to pool their notes and work on their version of the text. It helps if each group has a 'scribe' through whom all suggestions are channelled. The scribe writes down the group's text as it emerges from group discussion. When it is complete, the group checks the text for grammar, textual cohesion, and logical sense.

The teacher's role during reconstruction is to monitor the activity but not to provide any actual language input.

However, to facilitate the error analysis/correction stage to follow, it sometimes helps to pre-empt the problem of 'error clutter'. If a group's text is too cluttered with grammatical errors, it is difficult in stage 4 to focus attention on the areas of primary need. To prevent this, the teacher in the reconstruction stage should point out minor peripheral errors to learners while they are still drafting their texts. In other words, the teacher may unobtrusively contribute to the group's 'conferencing'. If a text has been chosen for its structural language point (for example past tenses) then the errors to be eliminated in the drafting stage would be in areas other than this, for example, articles or prepositions. This helps to clear the path so

that the final error analysis can focus clearly on the main point of the lesson.

d. Analysis and correction

The last stage of the dictogloss procedure is the analysis and correction of the learners' texts. There are various ways of conducting this. Teachers will conduct this session in their own preferred fashion.

- 1) Using the blackboard, the students' texts are written up for all to see and discuss.

This is best conducted on a sentence basis - sentence 1 of each group is analysed before moving on to sentence 2 of each group.

- 2) Instead of the blackboard, an overhead projector can be used.

- 3) Each text can be photocopied and the class can examine them) either as a total unit or on a sentence-by-sentences. If a sentence base is preferred, then it helps to cut and paste the texts into sentence groupings before photocopying.
- 4) Another technique (which can accompany any of the' correction ideas listed here) is to keep a copy of the original text (as dictated) on an overhead projector and to 'scroll 'it forward sentence by sentence after the students' versions have been examined.<sup>1^</sup>

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<sup>1^</sup> Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press ), 5

## 8. Advantages of Using Dictogloss Technique

The dictogloss technique offers several advantages over other techniques of listening comprehension teaching. Some of the advantages are:<sup>19</sup>

- a. This is an effective way to combine individual and group activities,
- b. The procedure facilitates the development of communicative competence of learners,
- c. The dictogloss is reconstruction phase helps students try their hypotheses and then identify their strengths and weaknesses, promote the acquisition of the L2 vocabulary, and raise students' awareness of rhetorical patterns in the target language,

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<sup>19</sup> Muthmainnah, et al., "The Use of Dictogloss Technique on Elt Classroom: An Experiment Study of Students Listening Comprehension, " *Proceeding of the 65th TEFLIN International Conference, Universitas Negeri Makassar*,1 (July, 2018), 216.

- d. It promotes student autonomy. Students are expected to help each other recreate text rather than rely on teachers to provide information,
- e. Dictogloss offers a unique blend of teaching, listening comprehension and assessment of students' listening skills, and
- f. Working in small groups reduces students' anxiety because they only have to perform in front of small audiences.

#### 9. Weaknesses of Dictogloss

Alderson expressed the weakness of dictogloss as follows:

- a. Dictogloss has a very long procedure and needs much time to apply perfectly in the teaching and learning process.
- b. Not as effective for lower level learner.

- c. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
- d. Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.
- e. The exercises can be unrealistic if the text used has been previously created to be read rather than heard.<sup>۲۰</sup>

## 10. Short Functional Text

Short functional texts (referred to henceforth as SFT) are types of informational texts to help the information receivers or readers grasp the

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<sup>۲۰</sup> Regina Rahmi, *The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Masjid Raya* (<https://media.neliti.com/publications>) accessed on 18<sup>th</sup> January 2019.

information quickly. Since SFTs are intended to make the readers understand the texts quickly, they are usually characterized by:<sup>11</sup>

- a. The use of clear, simple, and concise sentences.
- b. Pictures or symbols
- c. The use of particular words or letters.

SFTs can be in the form of descriptive text, announcement, recount text, notice, etc.

### 1) Types of Short Functional Text

#### a) Announcement

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of SFT

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<sup>11</sup> Aryati Prasetyarini. *Chapter 3, Short Functional Text* (Online), (<http://www.kelasbahasainggris.com/contoh-lengkap-short-functional-text/>), accessed on 18<sup>th</sup> January 2019.

is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

b) Memo

Memo, commonly sent to colleagues and co-workers, is derived from the word memorandum from the Middle English word 'memorandus' meaning 'to be remembered'. They differ from letters as they are more informal and do not require a salutation or a closure statement as in formal letter. This type of text is used to convey some basic information, particularly to persuade

action, to issue a directive, or to provide a report.

c) Notice

Notice is a symbol or text to inform or instruct people to do or not to do anything. For example, the notice “No Smoking” means people must not smoke in that place. Notice is common in public places such as hospital, airport lounge, shopping mall etc. People usually use notice to give information, instruction or warning. This is the reason why people use a simple word in the notice. Notice may take forms of command, warning, information, and prohibition.

d) Advertisement

The word 'advertisement' is derived from 'advertise' originated from Latin 'advertere', which means "informing somebody about something" or "drawing attention to something". The essential point is that it functions to inform and draw attention, and it can be stated that an advertisement is information which functions to persuade people. Thus, advertisement can be defined as typical information used to persuade audience (readers or listeners) to do something or to take some action. This type of SFT usually contains the name of a product or service and the explanation of how the product or service benefits the audience.

e) Postcard

Postcard or postal card can be defined as a small, usually having a picture on one side and space for a short message on the other for sending a message by post without an envelope. It serves some purposes, namely to congratulate, keep in touch, inform, express feeling, etc. People send postcards when they are on vacation, arriving at a new place, receiving a new post, etc. Since the space to write on the post card is limited, people tend to write the information as simple as possible.

f) Invitation letter

An invitation is a type of letter which is written to invite a guest to a particular event or celebration. The present and the

future tenses are used within the invitation letter. The former conveys information about the event and the latter ensures that the guest is going to attend. Invitation is categorized differently. Some categorize it into a formal and informal invitation while others categorize it into a business and friendly invitation. The purposes of writing the invitation determine the types of the letters.<sup>22</sup>

## 11. Problem in Teaching Listening by Using Dictogloss Technique

Listening comprehension requires language processing to be almost automatic. As the

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<sup>22</sup> Aryati Prasetyarini. *Chapter 3, Short Functional Text* (Online), (<http://www.kelasbahasainggris.com/contoh-lengkap-short-functional-text/>), accessed on 18<sup>th</sup> January 2019.

speech rate gets faster, students have to pay more attention to lexical and grammatical processing and less attention to the interpretation of the meaning. They are likely to miss parts of the text and consequently fail to understand the message. Although most real life listening is spontaneous and colloquial in character, there are situations when we have to listen to interrupted speech for a longer a period of time.<sup>۲۳</sup>

With the advent of tape recorders in the 1950s and the rise of the audio lingual method of teaching, language laboratories became popular facilities in many schools. The theory behind the audio-lingual method was that we are

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<sup>۲۳ ۲۳</sup> Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teaching*, Vol. 3, No.1

able to condition students to learn language. In the past decade or so, language laboratories have been making something of a comeback in developing listening skills. This is because material writers have produced quality materials that can be used in the laboratory, and students have been encouraged to take more responsibility for their learning, and they can control the type of listening exercises they wish to do in the language laboratory, which in many institutions has taken on features of a self-access centre.<sup>۲۴</sup>

To improving listening skill, the students must practice it often, especially in the process of learning English. The teacher also helps students get used to practicing listening skill. To

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<sup>۲۴</sup> John Flowerdew, et al., *Second Language Listening Theory And Practices* (USA: Cambridge University, 2005), 171-172.

support listening lesson, needs a language laboratory. While in the MTsN 2 Madiun does not have a language laboratory, so that students are not familiar with listening material. In addition, the English teacher reads the text herself in listening lessons and sometimes brings audio to supporting the learning materials.<sup>yo</sup> The researcher try to use a dictogloss technique to help facilitate the listening lessons and the researcher hopes it technique can contribute to make their listening learning well.

There are some problems when the dictogloss technique applied in listening class at experimental class. The students lack of vocabulary mastery. At the reconstruction stage in dictogloss technique, the students difficult to

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<sup>yo</sup> Interviewed on 19<sup>th</sup> january 2019.

pool their notes. Beside that the students assumes that English lesson is very difficult especially in listening skill, so they had low motivation in listening class.

In the learning process some male students not concentrate at the material. At the analysis and correction stage of the dictogloss procedure, each member of groups should read their reconstructed texts to the class and others listened and compared the text with their own reconstructed text. But not all of groups read their reconstructed texts to the class because of shyness. Finally not all of students to participate in this last stage.

## **B. Theoretical Framework**

Theoretical framework is a concept in the theory can be related with the factors which are

identified as the important problem. The thesis is quasi experimental research the theories descriptions are:

X : Dictogloss technique

Y : Listening skill

In this study, the researcher tries to help students explore their listening comprehension by applying dictogloss technique. The researcher uses dictogloss as a technique focus in the listening. The researcher hopes by using dictogloss technique, students listening comprehension will be better than before.

### **C. Previous Research Finding**

These studies need some previous study as a consideration theory. The previous study that can be used as a considerations theory is taken by Maman Asrobi and Khaerul Amni, in their journal titled

“The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners”<sup>۲۶</sup> the result of this research is dictogloss was significantly effective in teaching listening comprehension, first this technique is interactive. Second, they are not bored because they work together with their friends. Third, the students more enthusiast to study about listening comprehension because after they work together the teacher and the students directly do analysis and correction, so the students will be more enthusiast because they want to compare the result of each group.

The second relevant study is from Mina Taheri, with the title “The Effect of Dictogloss on Listening Comprehension: Focus on Metacognitive

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<sup>۲۶</sup> Maman Asrobi, Khaerul Amni, The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners, *Voices of English Language Education Society*; Vol. 1, No. 1; April 2017

Strategies and Gender”<sup>٢٧</sup> he argued that findings indicate that the dictogloss technique can have a positive impact on the improvement of listening comprehension of EFL learners. It can also be claimed that dictogloss has a positive influence on the learners’ choice of metacognitive strategies, which eventually improves learners’ listening comprehension. The results, however, did not reveal a significant role for gender as related to the consequences of implementing dictogloss in teaching the listening skill.

Third, Dian Maya Dhista in “Using Dictogloss to Improve Listening Comprehension”,<sup>٢٨</sup> the research finding proves that the implementation

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<sup>٢٧</sup> Mina Taheri, Saeed Taki, The Effect of Dictogloss on Listening Comprehension: Focus on Metacognitive Strategies and Gender. *International Journal of Applied Linguistics & English Literature*, E-ISSN: 2200-3452 & P-ISSN: 2200-3592 .

<sup>٢٨</sup> Dian Maya Dhista , Using Dictogloss To Improve Listening Comprehension, *English Education Journal (Eej)*, 8(2), 149-163, April 2017.

of dictogloss considerably improved the students' outcomes for learning listening comprehension. Students were interested and had a positive attitude towards the implementation of Dictogloss for teaching listening. The majority of the students strongly agreed to the use of the Dictogloss technique in the classroom.

Next, Eka Juwita Arief and Aryuliva Adnan, "The Use of Dictogloss Method in Teaching Listening a Hortatory Exposition Text at Senior High School"<sup>79</sup> can help the students comprehend the text better. The vocabulary preparation in the preparation stage can help the students with their lack of vocabulary. It thus, students will understand the text easily. Furthermore, dictogloss method has

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<sup>79</sup> Eka Juwita Arief and Aryuliva Adnan, "The Use of Dictogloss Method in Teaching Listening a Hortatory Exposition Text at Senior High School, *Journal of English Language Teaching*, Vol. 2 No. 1, September 2013.

topical warm up phase in which the teacher can maximally explore the students' knowledge about the topic of the text.

Moreover, the research finding related to this previous study was from Regina Rahmi with the title "The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Mesjid Raya"<sup>v</sup>. Based on the data calculation, it reveals that the independent t-test of the experimental group is higher than that of the control group ( $9.06 > 6.26$ ). It presents that the students' listening comprehension in the experimental group significantly improved as compared to that in the control group. In other words, the implementation of dictogloss considerably affects the students' outcome in

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<sup>v</sup> Regina Rahmi, *The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Mesjid Raya* (<https://media.neliti.com/publications>) accessed on 18<sup>th</sup> January 2019.

learning listening. Furthermore, the result of the questionnaires indicated that the students were interested and had positive attitude toward the implementation of dictogloss in teaching listening. The majority of the students showed their agreement, and they even strongly agreed toward the application of dictogloss in the classroom. There were only a few students who were not interested in the use of dictogloss in teaching listening, especially in the application of group learning. However, the students could still adapt to the application of dictogloss in the teaching learning activity.

As the conclusion, the researcher conducted this research with different subject, setting and design. There were five findings about self-esteem above. The *first* finding was Maman Asrobi and Khaerul Amni, focused on the use of dictogloss in

teaching listening comprehension for English Foreign Language learners. The *second* finding was Mina Taheri, focused on the effect of dictogloss on listening comprehension: focus on metacognitive strategies and gender". The *third* finding was Dian Maya Dhista, focused on the using dictogloss to improve listening comprehension. The *fourth* finding was Eka Juwita Arief and Aryuliva Adnan, focused on the use of dictogloss method in teaching listening a hortatory exposition text at Senior High School. The *fifth* finding was Regina Rahmi focused on the effectiveness of dictogloss technique in teaching listening at SMPN 2 Mesjid Raya. In this research, the researcher focused on the effectiveness of dictogloss technique on listening skill of short functional text. This research was taken a place at the eighth grade in MTsN 2 Madiun.

## D. Hypothesis

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

Ho : there is no significant difference score between students who are taught by dictogloss technique and those who are not taught by dictogloss technique at the eighth grade students of MTsN 2 Madiun in academic year 2018/2019 .

Ha : there is a significant difference score between students who are taught by dictogloss technique and those who are not taught by dictogloss technique at the eighth grade students of MTsN 2 Madiun in academic year 2018/2019 .

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used quantitative approach. Quantitative approach is means for testing objective theories by examining the relationships among variables. These variables, can be measured, typically with instruments, so that numbered data can be analyzed using statistical procedures.<sup>31</sup>

In this research, the researcher used quasi experimental study. A quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly

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<sup>31</sup> John W. Creswell. *Research design: Qualitative, Quantitative, and Mixed Methods Approach*. (USA: SAGE Publications, Inc., 2009), 4.

assigned to treatment groups. Because the quasi experimental design does not provide full control, it is external validity and considers these factors in their interpretation.<sup>32</sup> Experimental research seeks to determine if a specific treatment influenced an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome.<sup>33</sup>

This research had two variables, dependent variable (listening skill) and independent variable (dictogloss technique) and used non-equivalent (pre-test and post-test) group control design. The research design was followed:<sup>34</sup>

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<sup>32</sup> Donald Ary, et al. *Introduction to Research in Education Eighth Edition*, ( Wadsworth: Compag Learning, 2010), 316.

<sup>33</sup> John W.Creswell, *Research Design*, 12.

<sup>34</sup> Sugiyono, *Metode Penelitian Pendidikan*, ( Bandung: Alfabeta, 2016), 159.

E : O1        X        O2

C : O3                    O4

NOTES:

E : Experiment class

C : 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 above, this research had two classes, experiment and control class. The experiment class would give the treatment using dictogloss technique and control class would teach by ordinary technique. There were pre-test before treatment to strengthen students listening

comprehension and post-test after treatment to know the effect of the treatment.

## **B. Population and Sample**

### 1. Population

A population is defined as a small member of any well-defined class of people, events, or objects.<sup>30</sup> According to Borg, W.R., Gall, M.D, in Muhammad Adnan Latief, population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or subject to which educational researchers wish to generalize the result of the research.<sup>31</sup>

The population in this research were taken from the eighth grade students' of MTsN 2

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<sup>30</sup> Donald Ary, et al. *Introduction to Research in Education Eighth Edition*, (Wadsworth: Compag Learning, 2010), 148.

<sup>31</sup> Muhammad Adnan Latief, *Research Method on Language Learning: an Introduction*. (Malang: UM Press, 2013), 181.

Madiun. The eight grade students of MTsN 2 Madiun consist of 6 classes: VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F in academic years 2018/2019. The total of population is 168 students. The researcher chose two classes as control and experimental class.

## 2. Sample

According to Charles, C.M in Muhammad Adnan Latief, sample is defined as a small group of people selected to represent the much larger entire population from which it is drawn.<sup>35</sup> A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.<sup>36</sup> The

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<sup>35</sup> Muhammad Adnan Latief, *Research Method on Language Learning: an Introduction*. 181.

<sup>36</sup> C.R. Kothari, *Research Methodology Methods And Technique*, 55.

sampling method that will be used in conducting the research is random sampling.

In this research, the researcher used simple random sampling as the sampling technique to decide and choose the class to take the sample. In simple random sampling technique, the sample is directly drawn randomly from the population. In this technique, each member of the population is given equal chance of being selected to become the members of the sample.<sup>۳۹</sup>

Based on the explanation from the technique sampling above, the researcher takes two classes. The researcher used class VIII A and VIII C at MTsN 2 Madiun in academic year 2018/ 2019 as an experimental and control class. Each class consists of 31 and 28 students.

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<sup>۳۹</sup> Muhammad Adnan Latief, *Research Method on Language Learning: an Introduction*. 183.

VIII A decided as a control class which is not taught by using dictogloss technique and VIII C decided as an experiment class which is taught by using dictogloss technique.

### **C. Instrument of Data Collection**

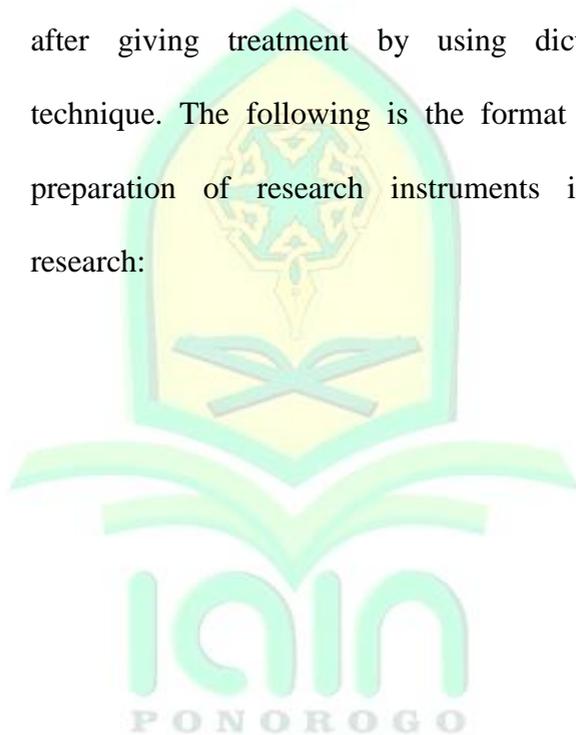
The data collection instrument is the selected equipment and the use of researcher to gather data to make systematic study and easier. Data means observations or evidences. The scientific educational researches require the data by means of some standardized research tools or self-designed instrument.<sup>44</sup>

In this research, the instrument to collect data is test. The test is constructed by the researcher based on the standardized procedure of making the test. The test is divided into two parts, pre-

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<sup>44</sup> Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistic*. (New Age International. New Delhi. 2006), 213.

test and post-test. The pre-test was given in beginning study before treatment to get students' achievement before the treatment. And post-test was used to know the students' achievement after giving treatment by using dictogloss technique. The following is the format of the preparation of research instruments in this research:



**Table 3.1**  
**Instrument of Data Collection**

Title of the Research	Variable	Indicator	Number Item of Instrument
The Effectiveness of Dictogloss Technique on Listening Skill of Short Functional Text at the Eight Grade Students of MTsN 2 Madiun in Academic Year 2018/2019	Independent Variable	a. Understanding the purpose of the announcement  b. Understanding the date, day, place, and informing sender.	1,2,6,11,15,16,18,19,20  3,4,5,7,8,9,10,12,13,14,17



Based on the instrument of data collection in the table above, the researcher used twenty five item tests to be applied to the students. In scoring the students' work, the researcher using as follows':

1. The 1 score was assigned if the students answer the test correctly.
2. The 0 score was assigned if the students answer the test incorrectly.

According to Suharsimi Arikunto, a good instrument must fulfil two important requirement, they are validity and reliable.<sup>41</sup>

### **1. Validity Test**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured

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<sup>41</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2013), 211.

what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.<sup>٤٢</sup> In short, validity measures what we want to measured. Content validity should be reached as a requirement of a proper and right measurement.

In this research, the researcher conducted the test of validity in order to know whether the instruments of listening mastery are valid or not. To count the validity of the instruments, the researcher used program SPSS 23,00 for windows.

In this research, the researcher used SPSS to measure the validity. The analysed is used to find out the  $r_{xy}$ , the consulted with  $r_{table}$  with 5%

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<sup>٤٢</sup> Donald Ary, et al. *Introduction to Research in Education Eighth Edition*, (Wadsworth: Compagne Learning, 2010), 236.

significance level for product moment with df or db is  $n-r$ ;  $31-2=29$ . According to Sugiyono,  $r_{table}$  value for  $N=29$  on the 5% significance level, it listed 0,367. It means that  $r$  index is 0,367. If the value of  $r_{xy}$  is higher than the value of  $r_{table}$ , it indicated that the item test is valid. If the value of  $r_{xy}$  is lower than the value of  $r_{table}$ , it indicated that the item test is invalid.

To test the validity and reliability of the instrument, the writer took sample 32 respondents from class VIII D. Based on the test calculation of item validity shows that 2 questions items are invalid (12 and 16) and 18 questions items are valid.

Finally, the results of instruments of the tests are valid which was stated as follows':

**Table 3.2**  
**The Results of Validity Statistical**  
**Calculation**

No	$r_{table}$	$r_{xy}$	Criteria
1.	0,367	0,433	valid
2.	0,367	0,449	valid
3.	0,367	0,48	valid
4.	0,367	0,521	valid
5.	0,367	0,38	valid
6.	0,367	0,453	valid
7.	0,367	0,455	valid
8.	0,367	0,449	valid
9.	0,367	0,496	valid
10.	0,367	0,442	valid
11.	0,367	0,465	valid
12.	0,367	0,349	invalid
13.	0,367	0,423	valid
14.	0,367	0,378	valid
15.	0,367	0,508	valid
16.	0,367	0,349	Invalid
17.	0,367	0,395	valid
18.	0,367	0,449	valid
19.	0,367	0,575	valid
20.	0,367	0,449	valid

## 2. Reliability Test

The reliability of a measuring instrument is the degree of constituency with which it measures whatever it is measuring. This

quality is essential in any kind of measurement.<sup>٤٣</sup> Reliability test aims to make the data produced more accurate. In this case, the researcher used an instrument test. The accuracy of the research data is not only seen from the validity test but also through reliability testing. Reliability measurement uses SPSS 23,00 for windows by using reliability analysis.

**Table 3.3**

**The Results of Reliability Statistical  
Calculation**

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
,763	18

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<sup>٤٣</sup> Ibid.

Based on the calculation above, it was found that the Cronbach's Alpha value is 0,763. The value of reliability is consulted "r" table on the significance level of 5%. The value of "r" table is 0,367. Because the value of "r" index reliability is  $0,763 > \text{"r" table (0,367)}$ . This result was included in the reliable level that was acceptable.

#### **D. 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 researcher used test, and documentation.

##### **1. Interview**

Interview done by arranging the questions and asking the English teacher and the students as the object of research related

to the teaching dictation in listening class. In this research, the researcher interviewed Mrs. Nur Sulamah S.Pd, as the English teacher of Eight Grade Students of MTsN 2 Madiun. Here, the researcher wants to know the target of core values that are implemented and the difficulties of teaching listening.

## 2. Test

According to H. Douglas Brown, test is method of measuring person's ability, knowledge or performance in a given domain.<sup>44</sup> 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 skill after and before taught using dictogloss technique.

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<sup>44</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Person Longman, 2003), 3.

In the research, test was divided into two ways, pre-test which was given before the treatment and post-test which was given after doing treatment. Pre-test and post-test was given to experimental class and control class.

### 3. Documentation

Documentation is one or 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 researcher also gets the history of the school, vision, mission, goals, infrastructures, and the structure of organization of MTsN 2 Madiun.

## **E. Technique of Data Analysis**

To analyse the data, the researcher use comparative technique. The researcher will compare the score before and after the treatment is given. This technique is useful to prove statistically whether the outcomes between experimental class and control class will be different. To find the difference significant from experimental class and control class, the researcher use T-test to find the data. Before use T-test to find the statistical result, the researcher will use Normality test and Homogeneity Test.

### **1. Normality Test**

The normality test assumes that the data in each variable comes from a population that

is normally distributed.<sup>40</sup> As for at this stage the researcher uses a tool that is using SPSS 23,00 for windows by using Kolmogorov-Smirnof in the asymp section. Sig (2-tailed).

At this stage there are two criteria, namely:

- 1) When the asymp value. Sig (2-tailed) > 0,05 the data is normally distributed.
- 2) When the asymp value. Sig (2-tailed) < 0,05 the data is not normally distributed.

## 2. Homogeneity Test

Homogeneity test assumes that each variable's data has a homogeneous variance with data on other variables.<sup>41</sup> At this stage using one way anova. At this stage there are two criteria, namely:

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<sup>40</sup> Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian* (Yogyakarta: Pustaka Felicha, 2016), 94.

<sup>41</sup> Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian*,

- 1) If the significance value is  $> 0,05$  then it is homogeneous.
- 2) If the significance value is  $< 0,05$  then it is not homogeneous.

### 3. Analysing Data Using T-test

After testing of normality and homogeneity test, the researcher continue to analyse the data using T-test. T-test one of the statistical tests used to state that between two mean samples taken randomly from the same population have no significant differences.<sup>4v</sup> In this test, the researcher analyses the data by comparing the score between experimental class and control class in pre-test and post- test.

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<sup>4v</sup> Retno Widyaningrum, *Statistika*. (Yogyakarta: Pustaka Felicha, 2017), 151.

In this research, the researcher uses SPSS to calculate the T value or using T-test formula as follows:

$$T = \frac{M1 - M2}{SEM1 - M2}$$

$M^1$  : Mean of first group

$M^2$  : Mean of second group

$SE_{M^1 - M^2}$  : Standard error between two of Means

After calculating the T value, the researcher proposed the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) which is described as follows:

$H_0$ : if  $T_{test} < T_{table}$  in significant degree 5%

$H_a$  : if  $T_{test} > T_{table}$  in significant degree 5%

Meanwhile, the degree of freedom (df) =  $(N1+N2)$

## **CHAPTER IV**

### **RESEARCH FINDING**

#### **A. Data Description**

In this research, the researcher used quasi experimental research where the researcher took two classes as a sample to be observed. Then they were taught by using different media to find out the effectiveness of a certain strategy. In this research, the researcher took the grade students of MTsN 2 Madiun as population. The researcher took two classes as sample applied simple random sampling. The researcher conducted simple random sampling method to take sample one class as experimental class and one another as control class. The total number of students of experiment and control is 59.

In experimental class, the students were taught by using dictogloss technique. Meanwhile, in control class

the students were not taught by using dictogloss technique, but by lecturing or conventional strategy. In the end of the research, the researcher wants to compare between score on students' listening mastery who are taught by using dictogloss technique and those who are not.

### 1. Time of Research

This research was conducted from February, 28<sup>th</sup> to March, 22<sup>nd</sup>. The schedule for experimental and control class can be seen in the table below:

**Table 4.1**

#### **Experimental Class Schedule**

Date	Activities
February, 28 <sup>th</sup> 2019	Pre test
March, 12 <sup>nd</sup> 2019	Treatment 1
March, 14 <sup>th</sup> 2019	Treatment 2
March, 19 <sup>th</sup> 2019	Post test

**Table 4.2**  
**Control Class Schedule**

Date	Activities
March, 8 <sup>th</sup> 2019	Pre test
March, 14 <sup>th</sup> 2019	Treatment 1
March, 15 <sup>th</sup> 2019	Treatment 2
March, 22 <sup>nd</sup> 2019	Post test

## **2. The Procedure of Experimental Class**

In the experimental class, the researcher taught students by using the dictogloss technique. The learning process was done in a set of the learning process involved in this study as pre-test, first treatment, second treatment, and post-test. The activities described as follows:

Firstly, the students were given pre-test before beginning the research. It was held on February, 28<sup>th</sup> 2019. There were 20 multiple choice items by took 40 minutes to completed.

Secondly, the first treatment of dictogloss technique held on March, 12<sup>nd</sup> 2019. The material was announcement text by the title Celebrate Kartini Day and Car Free Day. The recording of announcement played three times by using speaker. In the first listening, the students must write the key word from the announcement. After that, they discussed with their friend beside them and try guessed the purpose of the announcement. The last, they must understood the announcement to answer the questions.

Thirdly, the second treatment of dictogloss technique held on March, 14<sup>th</sup> 2019. The material

was announcement text by the title Yogyakarta Festival and Visiting Perjuangan Museum. The activities at second treatment still same with the first treatment.

Fourthly, that was post-test. It was held on March, 19<sup>th</sup> 2019. It was conducted measure whether dictogloss technique was success or not in teaching listening.

### **3. The Procedure of Control Class**

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 pre-test, material and post-test were given to the students was same with experimental class. But, in control class the teacher taught using ordinary technique. It was not a not new

technique which was used the teacher in teaching learning process.

Firstly, the students were given pre-test before beginning the research. It was held on March, 8<sup>th</sup> 2019. There were 20 multiple choice items by took 40 minutes to finishing.

Secondly, the students were given first treatment. It was held on March, 8<sup>th</sup> 2019. The material in control class was same with the experimental class. The teacher played the recording three times by the title Celebrate Kartini Day and Car Free Day. After that, they understood the announcement to answer the questions.

Thirdly, it held on March, 15<sup>th</sup> 2019. The second treatment in control class taught with the ordinary technique. The material in the second treatment was same with experimental class that is

announcement text by title Yogyakarta Festival and Visiting Perjuangan Museum. The activities at second treatment still same with the first treatment. The teacher played the recording three times after that; they understood the announcement to answer the questions.

Fourthly, that was post-test. It was held on March, 22<sup>nd</sup> 2019. It used to get the final score in control class.

#### **4. The Results of Students' Pre-Test and Post-Test in Experimental Class**

The table below showed the result of pre-test and post-test in experimental class for student who taught by using dictogloss technique.

**Table 4.3**  
**The result of students' pre-test and post-test in Experimental Class**

<b>No</b>	<b>Name</b>	<b>pre-test</b>	<b>post-test</b>
1	AF	55	65
2	AM	55	70
3	AMS	65	75
4	AMANJ	75	85
5	AI	60	75
6	ARK	60	65
7	DMR	50	65
8	DRAA	65	70
9	FAS	60	80
10	FHY	55	80
11	FA	50	75
12	LF	60	75
13	LDAS	55	80
14	MIPW	70	85
15	MAS	50	70
16	MRA	65	80
17	PAH	50	75
18	FAA	55	75
19	RRNF	50	75
20	RK	60	80
21	RNAP	55	80
22	SEN	60	75
23	SA	65	80
24	SAZ	55	80
25	ZZM	60	75
26	AWAY	55	70
27	AHA	55	70
28	HNJ	55	75

	TOTAL	1625	2105
	MEAN	58,03	75,17

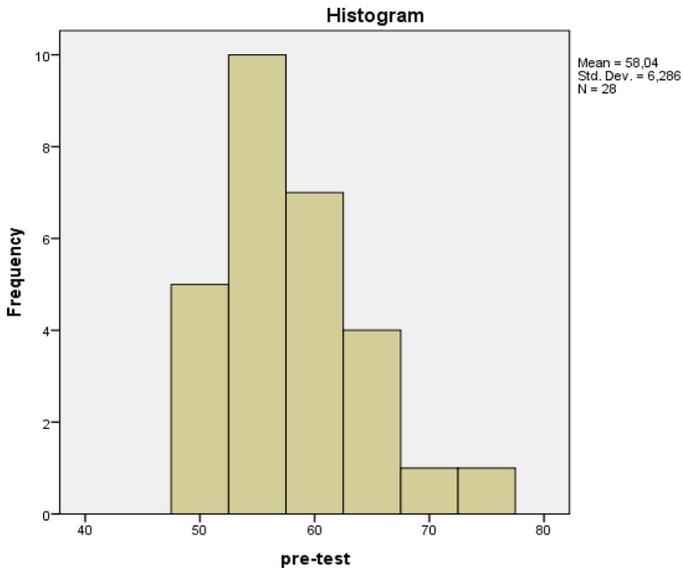
The table above showed the highest and the lowest pre-test scores students' of experimental class. It can be seen that the highest score in the pre-test was 75 and the lowest score was 50. The total of pre-test score was 1625. Meanwhile, the highest score in the post-test of experimental class was 85. The lowest score post-test for experimental class score was 65. The total of experimental class score was 2105.



**Table 4.4**  
**Frequency distribution of pre-test in**  
**experimental class**

<b>Experiment</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	17,9	17,9	17,9
	55	10	35,7	35,7	53,6
	60	7	25,0	25,0	78,6
	65	4	14,3	14,3	92,9
	70	1	3,6	3,6	96,4
	75	1	3,6	3,6	100,0
	To Tal	28	100,0	100,0	

From the table above, it could be seen that the score of students' listening are various. There were 17.9 % students or 5 students got score 50, 35.7 % students or 10 students got score 55, 25 % students or 7 students got score 60, 14.3 % students or 4 students got score 65, 3.6 % students or 1 students got score 70, 3.6 % students or 1 students got score 75.



**Figure 4.1 Histogram of pre-test in experimental class**

From the table above, it is described that  $M=58.04$  and  $SD=6.286$ . To determine the category of students' listening skill was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than  $M+1SD$  ( $58.04+6.286 = 65$ ) was categorized into good.

2. Between M-1SD ( $58.04 - 6.286 = 52$ ) was categorized into medium.

3. Less than M-1SD ( $58.04 - 6.286 = 52$ ) was categorized into low.

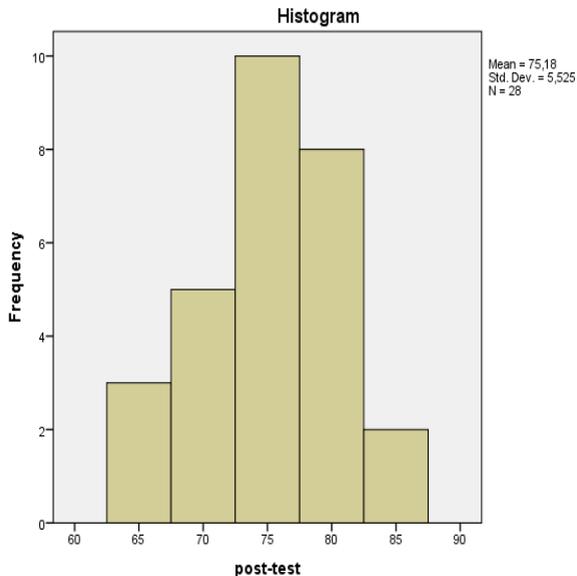
That categorization can be seen clearly in the following table.

**Table 4.5**  
**The categorization of students' pre-test in experimental class**

No	Score	Frequency	Percentage	Category
1.	More than 65	5	17,8%	Good
2.	Between 52-65	17	60,72%	Medium
3.	Less than 52	6	21,4%	Low

From the table above, it could be seen that the score of students' listening are various. There were 10.7 % students or 3 students got score 65, 17.9 % students or 5 students got score 70, 35.7 % students

or 10 students got score 75, 28.6 % students or 8 students got score 80, 7.1 % students or 2 students got score 85.



**Figure 4.2 Histogram of post-test in experimental class**

From the table above, it described that  $M=75.18$  and  $SD=5.525$ . To determine the category of students' listening skill was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than  $M+1SD$  ( $75.18 + 5.525 = 80$ ) was categorized into good.
2. Between  $M-1SD$  ( $75.18 - 5.525 = 70$ ) was categorized into medium.
3. Less than  $M-1SD$  ( $75.18 - 5.525 = 70$ ) was categorized into low.

That categorization can be seen clearly in the following table:

**Table 4.7**  
**The categorization of students' post-test in experimental class**

No	Score	Frequency	Percentage	Category
1.	More than 80	2	7,14%	Good
2.	Between 70-80	23	82,14%	Medium
3.	Less than 70	3	10,71%	Low

## 5. The Results of Students' Pre-Test and Post-Test in Control Class

The table below showed the result of students' listening skill for the students are taught by using conventional or traditional technique (control class) or not using dictogloss technique. This table showed pre-test and post-test score.

**Table 4.8**  
**The result of students' pre-test and post-test in Control Class**

No	Name	pre-test	post-test
1	ADA	60	65
2	ARR	50	60
3	APS	65	70
4	AAZ	55	65
5	AAR	60	70
6	ANK	55	75
7	BS	55	65
8	CHP	65	65
9	CAD	60	70
10	DMW	65	65
11	DNS	55	65
12	DAS	65	70
13	DPDLA	65	75

14	FAR	55	60
15	FAS	60	65
16	KDW	75	70
17	MKH	60	65
18	MF	70	70
19	PVA	55	65
20	PHDN	70	75
21	RMB	60	55
22	RTF	65	60
23	RFK	55	65
24	SWS	70	75
25	SF	65	80
26	THA	50	55
27	YRP	55	50
28	MKZ	50	55
29	DRSAH	45	50
30	ASM	55	65
31	RFH	65	70
	TOTAL	1855	2030
	MEAN	59,83	65,48

The table above showed the highest and the lowest pre-test scores students' of experimental class. It can be seen that the highest score in the pre-test was 75 and the lowest score was 45. The total of pre-test score was 1625. Meanwhile, the highest

score in the post-test of experimental class was 75.

The total of control class of score was 2105.

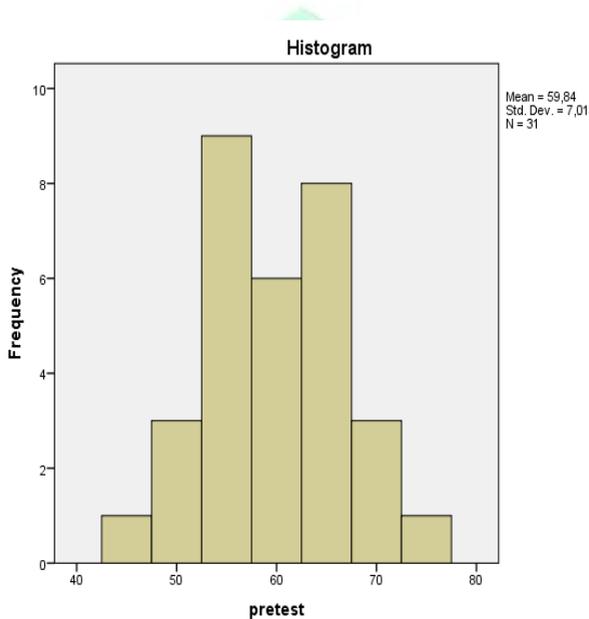
**Table 4.9**  
**Frequency distribution of pre-test in control class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3,2	3,2	3,2
50	3	9,7	9,7	12,9
55	9	29,0	29,0	41,9
60	6	19,4	19,4	61,3
65	8	25,8	25,8	87,1
70	3	9,7	9,7	96,8
75	1	3,2	3,2	100,0
Total	31	100,0	100,0	

From the table above, it could be seen that the score of students' listening skill are various.

There were 3.2% students or 1 student got score 45, 9.7% students or 3 students got score 50, 29% students or 9 students got score 55, 19.4% students

or 6 students got score 60, 25.8% students or 8 students got score 65, 9.7 % students or 3 students got score 70, 3.2 % students or 1 student got score 70.



**Figure 4.3 Histogram of pre-test in control class**

From the table above, it described that  $M=$  59.84 and  $SD=$  7.010. To determine the category of

students' listening skill was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than  $M+1SD$  ( $59.84 + 7.010 = 65$ ) was categorized into good.
2. Between  $M-1SD$  ( $59.84 - 7.010 = 50$ ) was categorized into medium.
3. Less than  $M-1SD$  ( $59.84 - 7.010 = 50$ ) was categorized into low.

That categorization can be seen clearly in the following table:

**Table 4.10**

**The categorization of students' pre-test in control class**

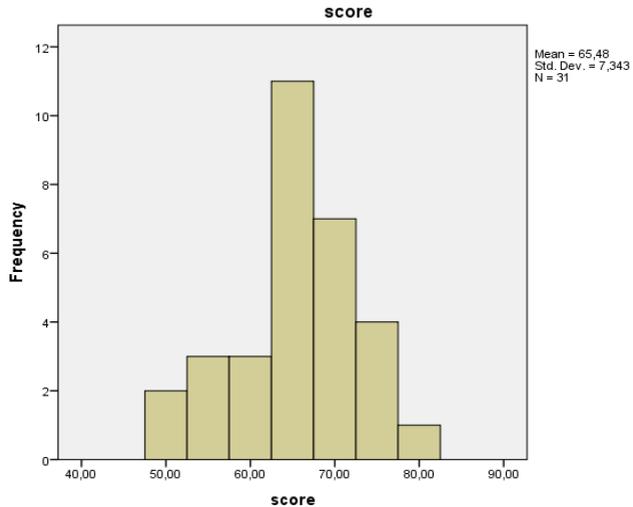
No	Score	Frequency	Percentage	Category
1.	More than 65	4	12,3%	Good
2.	Between 50-65	23	74,2%	Medium
3.	Less than 50	4	12,3%	Low

**Table 4.11**  
**Frequency distribution of post-test in control class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	2	6,5	6,5	6,5
55	3	9,7	9,7	16,1
60	3	9,7	9,7	25,8
65	11	35,5	35,5	61,3
70	7	22,6	22,6	83,9
75	4	12,9	12,9	96,8
80	1	3,2	3,2	100,0
Total	31	100,0	100,0	

From the table above, it could be seen that the score of students' listening skill are various. There were 6.5% students or 2 student got score 50, 9.7% students or 3 students got score 55, 9.7% students or 3 students got score 60, 35.5% students or 11 students got score 65, 22.6% students or 7 students got score 70, 12.9 % students or 4 students

got score 75, 3.2 % students or 1 student got score 80.



**Figure 4.4**

### **Histogram of post-test in control class**

From the table above, it described that  $M=65.48$  and  $SD=7.343$ . To determine the category of students' listening skill was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than  $M+1SD$  ( $65.48 + 7.343 = 72.823$ ) was categorized into good.
2. Between  $M-1SD$  ( $65.48 - 7.343 = 58.137$ ) was categorized into medium.
3. Less than  $M-1SD$  ( $65.48 - 7.343 = 58.137$ ) was categorized into low.

That categorization can be seen clearly in the following table:

**Table 4.12**  
**The categorization of students' post-test in control class**

No	Score	Frequency	Percentage	Category
1.	More than 70	5	16,2%	Good
2.	Between 55-70	21	67,7%	Medium
3.	Less than 55	5	16,2%	Low

## **B. Data Analysis**

Before testing the hypothesis, the data had to fulfil the assumption for testing hypothesis. There were normality and homogeneity test of the data.

### **1. Normality**

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5 % level of

significance, it can be concluded that the data are in not normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 23.00 as follows:

**a. The Normality Test of Experimental Class**

**Table 4.13**

**One-Sample Kolmogorov-Smirnov Test**

		Experimental class
N		28
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4,81487442
Most Extreme Differences	Absolute	,128
	Positive	,101
	Negative	-,128
Test Statistic		,128
Asymp. Sig. (2-tailed)		,200

a. Test distribution is Normal.

The calculation of normality test above used one-sample Kolmogorov-smirnov test. Table 4.11 showed that asymp value. Sig. (2-tailed) of  $0,200 > 0,05$ . It means that the data of experimental class was normal.

**b. The Normality Test Of Control Class**

**Table 4.14**

**One-Sample Kolmogorov-Smirnov Test**

		Control Class
N		31
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,48238343
Most Extreme Differences	Absolute	,138
	Positive	,138
	Negative	-,115
Test Statistic		,138
Asymp. Sig. (2-tailed)		,140

a. Test distribution is Normal.

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.12 was showed that asymp value. Sig. (2-tailed) of  $0,140 > 0,05$ . It means that the data of class was normal.

## **2. Homogeneity**

Homogeneity test were used to decide whether a test was homogenous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t-test. The calculations were done by using SPSS 23.00 as following:

**Table 4.15**  
**The Homogeneity of Variances**

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	1,304	1	57	,258
Based on Median	1,127	1	57	,293
Based on Median and with adjusted df	1,127	1	52,113	,293
Based on trimmed mean	1,380	1	57	,245

Based on the table above can be seen that sig. 0,245 > 0,05. It means that the data is homogeneity.

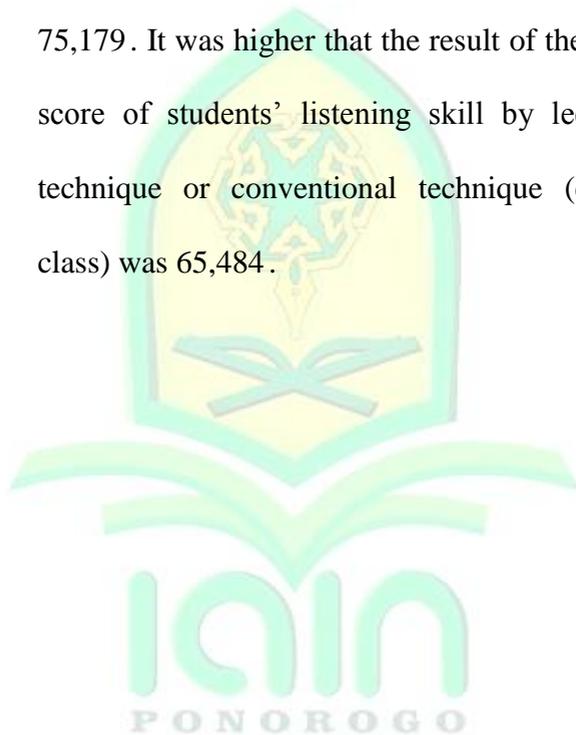
### 3. Testing Hypothesis

The researcher calculated T-test using SPSS 23.00 program to find out if there was a significant difference or not. Before calculating T-test, the data should have normal distribution and homogeneity. Post-test of control class and experimental class were normally distributed and homogeneous. The researcher conducted T-test calculation by using SPSS 23.00 program. The result of the calculation as follows:

**Table 4.16**  
**The Mean of score of experimental and control class**  
**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	experimental-class	28	75,179	5,5247	1,0441
	control-class	31	65,484	7,3433	1,3189

Based on the data in table above, the result of data analysis shows that the Mean score of students listening skill who are taught by using dictogloss technique (experimental class) was 75,179. It was higher than the result of the Mean score of students' listening skill by lecturing technique or conventional technique (control class) was 65,484.



**Table 4.17**  
**The calculation of T-test**

<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1,304	,258	5,681	57	,000	9,6947	1,7064	6,2776	13,1118
	Equal variances not assumed			5,763	55,266	,000	9,6947	1,6821	6,3240	13,0654

From the table above, it could be seen that the value of  $t_{\text{test}}$  is 5.681 and the degree of freedom was 57. The value of significance 5% of  $t_{\text{table}}$  of  $df= 57$  is 2.00. To interpret the data above, the researcher formulates the test of hypothesis as follows:

$H_a$ : there was significant effect of the use of dictogloss technique on listening skill achievement

$H_o$  : there was no significant effect of the use of dictogloss technique on listening skill achievement

The result of the research showed that the value of T-test is higher than  $T_{\text{table}}$  ( 5681 > 2.00). It means that  $H_a$  was accepted and  $H_o$  was rejected. It can be concluded that there was significant different score on listening skill who

are taught by dictogloss technique and those who are not.

### **C. Discussion and Interpretation**

From the computation above, it was shown that the difference coefficient of students taught using dictogloss technique and the students not being taught using dictogloss technique is 5,681 .

Hypothesis test ( $t_0$ ) at 5,681 from the computation above would be compared to the “ $t$ ” index ( $t_t$ ) with the condition stated below:

- 1) If the  $t_0 > t_t$   $H_a$  was accepted. It means that there was significance between two variables.
- 2) If the  $t_0 < t_t$   $H_a$  was refused. It means that there was no significance difference between two variables.

To determine the  $t_0$  was checking db and consulted with the  $t_t$  score:

$$\begin{aligned} D_b &= (n_1+n_2)-2 \\ &= (28+31)-2 \\ &= 57 \end{aligned}$$

At the significant standard 5% the value of  $t_t$  is 2,00. Then the value of  $t_o$  is 5.681, so  $t_o > t_t$ . It means that  $H_a$  is accepted and  $H_o$  is rejected.

Based on this statement, the researcher interprets that there was a significant difference between the students taught using dictogloss and the students not being taught using dictogloss technique. It implies that the students taught by using dictogloss technique achieve a better score in listening.

It is suitable with theory Ruth Wajnarb that state dictogloss technique has four steps, there are preparation, dictation, reconstruction,

analysis and correction. Also dictogloss can use  
in other skill.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of data calculation, the researcher concluded that dictogloss technique can improve students' listening achievement at the eighth grade students of MTsN 2 Madiun in academic year 2018/2019. The students who are taught by using dictogloss technique have a better score than those who are not taught by using dictogloss technique. It can be seen from the students' post-test score in the experimental class is 75.17, while the post-test in control class is 65.48. It is indicated that the students who taught using dictogloss technique got the better score than the students who are taught using lecturing or conventional technique.

The conclusion can be seen from the result of statistical in the previous chapter, where the value of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $5.681 > 2.00$ ). It has been found that comparison between student listening achievement that are taught by using dictogloss technique and who are not is 5.681. This score is higher than  $t_{\text{table}}$  which is 2.00 at the level of significant 5% with  $db=57$ . It means that  $H_a$  is accepted. In other hand, the use of dictogloss technique is effective to improve students listening achievement.

There are some problems when the dictogloss technique applied in listening class at experimental class such as the students' lack of vocabulary mastery, some students not concentrate at the material because they had low motivation in listening class, and the common problem is students' shyness.

## **B. Suggestions**

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

### 1. For the teacher

So that students' interest in learning is increasing, especially in English language learning, teachers are expected to create a pleasant classroom atmosphere by creatively choosing techniques that are suitable for students. So that when students will study in class they feel happy, and interest arises to understand what is conveyed by the teacher.

### 2. For the students

Students should have a high enthusiasm for learning and always improve themselves. So they are able to obtain satisfactory results and achieve the goals that are aspired.

3. For the readers

For the readers, the researcher hopes that the result of this study can be useful as a reference for a further research concerning with listening skill.



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