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**THE INFLUENCE OF THE APPLICATION OF DICTOGLOS
STRATEGY ON THE STUDENTS' ACHIVEMENT TO IMPROVE THEIR
LISTENING SKILL AT THE EIGHTH GRADE OF *MTS AL IKHLAS***

MAYUNG CIREBON

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon* in Partial Fulfillment of the Requirements for the Islamic Scholar in English Education (S.Pd.I)



By:

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CIREBON**

2012



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ABSTRACT

YENI : THE INFLUENCE OF THE APPLICATION OF DICTOGLOS STRATEGY ON THE STUDENTS ACHIEVEMENT TO IMPROVE THEIR LISTENING SKILL AT THE EIGHTH GRADE OF *MTS AL-IKHLAS MAYUNG CIREBON*
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This project is a study about the students' achievement in listening skill made by the eighth grade students of *Mts Al-Ikhlal Mayung Cirebon*. Listening is the first step of learning language. In fact, listening is not easy as we think, especially when we learn the second language. The method of teaching is one of an importance thing to help the students mastered the skill effectively.

The problem of this study is the weakness of the students' achievement in listening skill at the eighth grade of *Mts Al-Ikhlal Mayung Cirebon*. In junior high school, the students have many mistakes in their written the text when listening. The problems forced by the students are how to increase their listening skill and can write down the text that their teacher has been reading correctly. By this problem, the writer would like to know and tries to research in this case by applying dictoglos strategy to improve the students' achievement in listening skill.

The purposes of this study are to find out the data about the students' achievement in listening skill before and after using dictoglos strategy, the influence of the application of dictoglos on the students' achievement in listening skill.

The technique of collecting data is test. In the test consist of two test, they are pre-tes and post-test. In the pre-test, the researcher will give the test to the students without using dictoglos strategy and in the post- test the researcher will give the test to the students using dictoglos strategy. The technique of analyzed data of this research is by using T-test one group design.

From the calculation of T-test , the result of the influence of the application of dictoglos strategy on the students' achievement in listening skill is 7.7 and t table score is 2.04 . It means that t_{test} is higher than t_{table} ($7.7 > 2.04$). If t_{test} is higher than t_{table} , so H_a is admitted and H_o is rejected. In addition, from calculation above, can be assumed that there is positive and significant influence of the application of dictoglos strategy on the students' achievement in listening skill, in other word, it can be considered that dictoglos strategy can help the students to improve their listening skill.



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PREFACE

In the name of God, Most Gracious, Most Merciful, Praises and thanks be to God who has taught (the writing) by the primary. May invocation and safety always be given to the prophet Muhammad SAW (Peace Be Upon Him) his family, colleagues and followers up to the end of the world.

The thesis entitled: **THE INFLUENCE OF THE APPLICATION OF DICTOGLOS STRATEGY ON THE STUDENTS' ACHIEVEMENT TO IMPROVE THEIR LISTENING SKILL AT THE EIGHTH GRADE OF MTS AL-IKHLAS MAYUNG CIREBON**: presented to English Education Department of Tarbiyah of Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon of the requirements for the Degree of the Islamic Scholar in English Education (S.Pd.I)

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So in this opportunity the writer would like to express her sincerity and profound thankfulness to:

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9. Her parents, brothers and sisters who always give her support and motivation in finishing this thesis.
10. Her best friends especially, in PBI-G. Thanks them for all support and spirit for her.

The writer realizes that this thesis is still far from being perfect and there are any mistakes either in the arrangement or in the context. Therefore, he would welcome the comments, criticism and suggestion from the readers.

Finally, the writer hopes this thesis may bring some valuable knowledge to the readers, especially for writer himself and for the English Education Department of Syekh Nurjati State Institute for Islamic Studies as a reference on general.

Cirebon, September , 2012

The Writer



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CHAPTER 1

INTRODUCTION

A. The Background of The Problem

The purposes of language learning are for knowing what the language and for knowing how to use language. In learning language there are four major skills that the learners have to improve, they are: listening, speaking, reading, and writing. Listening is the first step in language learning. Listening makes people to know and understand something. Rivers, 1981; Weaver, 1972 and Celce , (1991:82) explained that listening is used for more than any other single language skill in normal daily life. On average, listening can be expected twice as much as speak, four times more than reading, and five times more than writing.

According to Rost (1994), listening is referred to a complex process then enables us to understand spoken language. Harmer (2001, p197) categorizes listening into receptive skill, the way in which people extract meaning form the discourse they hear or see.

Listening comprehension is viewed theoretically as a process in which individuals focus on selected aspect of aural input, construct meaning from passages, and relate what they hear to existing knowledge (O'Malley, Chamost and Kupper (1989).

Listening is an important skill, both for the students and the teacher, when we are listening to a foreign language it becomes very difficult to automatically activate and apply prior knowledge and necessary language. In many instances the language and



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vocabulary required to understand simply dormant or passive it is easy for students forget previously taught vocabulary and language when they are not using it every day. Teaching student to be aware of the importance of prior knowledge and being aware of situation requirements is essential and will result in improved listening.

The students of *Mts Al Ikhlas Mayung* is less in listening, it is because they seldom to listen from the native speaker. So if they listen when the people especially the native speaker speak, they do not understand well what they mean. At the class, they cannot write the text well when their teacher reads a text.

To support the teaching and learning process of listening, it is needed strategies for learning. A strategy is a plan of action designed to achieve a specific goal. Strategy is all about gaining (or being prepared to gain) a position of advantage over adversaries or best exploiting emerging possibilities. As there is always an element of uncertainty about future, strategy is more about a set of options ("strategic choices") than a fixed plan.

Barbara B. Seels and Rita C. Richey said that learning strategy is specification for selecting and making a list learning event or learning activity in a lesson. The teacher needs to be more creative and should use a good technique to teach listening skill, in order to help students to improve their listening. It relates with their strategy or the media of learning.



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Dictoglos strategy is especially effective with language learners because the strategy focuses on fluently academic language and support learners in listening and recalling good English Language models (Gibbons, 1993).

Dictoglos strategy is a strategy for improving listening and oral communication skills. It also is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. This strategy can adapt for all ages.

A Dictoglos strategy activity is students work in cooperative groups to recreate a text that has been read aloud to the class. This is a useful strategy used to improve students' listening comprehension and oral communication skills.

Knowing the problem above, it is interesting for the writer to research the influence of application of dictoglos strategy on the students' achievement to improve their listening skills.

B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Field of the Research

The field of the research in this thesis proposal is method of teaching . This paper ,which entitled, the influence of the application of dictoglos strategy on the students' achievement to improve their listening skill at *Mts Al Ikhlas Mayung* and the writer will try to describe, to know, and to explain students'. To assist the students understand the material is through dictoglos.



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2. The Kinds of the Problem

The kinds of the problem in this thesis are:

1. The students' achievement in listening skill is low
2. The students cannot write down the text that their teacher has been reading.

3. The Main of the Problem

The main of the problem in this thesis is the weakness of the students' achievement in listening skill.

C. The Limitation of The Problem

In this research, researcher will limit the problem which has correlation with the title of my research, i.e. the application dictoglos strategy on the students' achievement to improve their listening skill.

D. The Questions of The Research

The questions of the research in this thesis are:

1. How is the students' achievement in listening skill of the eighth grade of *Mts Al Ikhlas Mayung* before using dictoglos strategy?
2. How is the students' achievement in listening skill of the eighth grade of *Mts Al Ikhlas Mayung* after using dictoglos strategy?
3. Is there any positive and significant influence of the application of dictoglos strategy on the students' achievement to improve their listening skill the eighth grade of *Mts Al Ikhlas Mayung*?



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E. The Aims of The Research

Based on the questions above, the aims of the research in this thesis are as follows:

1. To find out the data about the students' achievement in listening skill of the eighth grade of *Mts Al Ikhlas Mayung* before using dictoglos strategy.
2. To find out the data about the students' achievement in listening skill of the eighth grade of *Mts Al Ikhlas Mayung* after using dictoglos strategy.
3. To find out the positive and significant influence of the application of dictoglos on the students' achievement to improve their listening skill the eighth grade of *Mts Al Ikhlas Mayung*.

F. The Use of The Research

The research product hoped to be able to increase the developing of language learning, especially in increasing the students listening skill by using dictoglos strategy to the English learning process, and also to motivate and gives other method to the students when they study English, increasing teachers'creativity in teaching listening, to reduce the difficulties in teaching listening.



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