



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

# THE EFFECTIVENESS OF DICTOGLOSS METHOD ON LISTENING SKILL OF NARRATIVE TEXT AT TENTH GRADE STUDENTS OF MA AL IMAN ADIWERNA TEGAL

A THESIS

Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree



**TUTY ALAWIYAH**  
Reg. Number : 14111320132

**ENGLISH LANGUAGE TEACHING DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
SYEKH NURJATI STATE ISLAMIC INSTITUTE  
CIREBON  
2015**



## ABSTRACT

### **TutyAlawiyah: “The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text at Tenth Grade Students of Ma Al Iman Adiwarna Tegal”**

In this era many students who have difficulty in listening English especially about learning listening. Many problems based on condition of learning listening at tenth grade students of Ma AdiwarnaTegal, students difficult to understand the topic or, content of spoken because, students feel the speaker speak quickly and confuse when they listen from a tape or recorder by native speaker. But in fact, most of the Senior High School students are still low in listening skill especially listening text (narrative text). Therefore, the main objective of this study was to see whether the use of Dictogloss method was effective in increasing the students' listening skill. This research based on Vasiljevic theory.

The aims of the research in writing thesis are: to know the students achievement listening skill of narrative text at tenth grade students of Ma AdiwarnaTegal that using dictogloss method at experiment class, to know the students achievement listening skill of narrative text at tenth grade students of Ma AdiwarnaTegal without using dictogloss method at control class, and to know if there any positive and significant the effectiveness of dictogloss method on listening skill of narrative text at tenth grade students of Ma Al Iman AdiwarnaTegal.

This research method is quantitative, that used quasi experiment design. The population of this research is the researcher used. The population was at the tenth grade students of *MA Al-Iman AdiwarnaTegal* with a total number of 90 students and 61 students were taken as sample. The data were collected by using multiple choice listening test (pre and post-test). Futhermore, the data obtained were analyzed by using t-test formula through *SPSS* program *version 0.2.2.0*.

The result findings shows the average score that the achievement of students' listening skill before used Dictogloss method at experiment classis 68.45 and the achievement of students' listening skill after used Dictogloss method is 79.03, it means that the achievement after the method higher than before it is  $79.03 > 74.86$ . While the students's ability after using Dictogloss method was increased with the average 79.03 for experimen class and 74.86 for control class. Here the independent sample t-test is used, because the data is comes from the different group. The finding show the t-test result it can be seen that  $t_{count}$  is 2.289 and  $t_{table} = 1.671$ . So, the researcher made the conclusions of the hypothesis that  $t_{count}$  is higher than  $t_{table}$  namely  $2.571 > 1.684$  an from formula of t-test shown that  $t_o > t_r$  namely  $0,026 < 0,05$ , In other word, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. It means that there is positive and significant effect of using dictogloss method on listening skill of narrative text at Tenth Grade Stdents of Ma Al Iman Adiwarna Tegal.

*Keyword: Dictogloss method, Listening Skill. Narrative Text.*



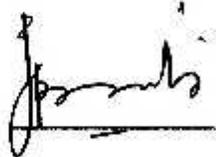
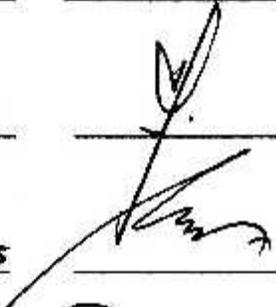
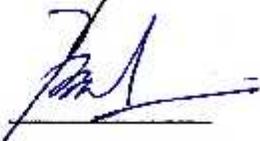
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## RATIFICATION

This thesis which is entitled in **“The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text at Tenth Grade Students of Ma Al Iman Adiwerna Tegal”** written by Tuty Alawiyah, student number 14111320132, has been examined on 11<sup>th</sup> of November 2015. It has been recognized as one of requirements for the Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>04-12-2015</u>	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>04-12-2015</u>	
Examiner 1 <u>Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL</u> NIP. 19680309 200801 1 017	<u>04-12-2015</u>	
Examiner 2 <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	<u>08-12-2015</u>	
Supervisor 1 <u>Dr. Asep Kurniawan, M.Ag</u> NIP. 19710801 200312 1 001	<u>04-12-2015</u>	
Supervisor 2 <u>Farouk Imam Arrasvid, M.Pd.I, M.Pd</u> NIP. 19830420 200901 1 009	<u>04-12-2015</u>	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty  
*Syekh Nurjati State Islamic Institute Cirebon*



Dr. Hutan Nafi'a, M. Ag  
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## TABLE OF CONTENT

TITLE.....	i
ABSTRACT .....	ii
APPROVAL.....	iii
OFFICIAL NOTE .....	iv
LETTER OF AUTHENTICITY .....	v
RATIFICATION .....	vi
AUTOBIOGRAPHY.....	vii
DEDICATION .....	viii
MOTTO.....	ix
PREFACE .....	x
TABLE OF CONTENT .....	xii
LIST OF TABLE.....	xv
LIST OF FIGURE .....	xvi
LIST OF APPENDIX.....	xvii

## CHAPTER I INTRODUCTION

1.1 Background of the Problem .....	1
1.2 Identification of the Problem.....	4
1.3 Main Problem of the Research .....	5
1.4 Delimitation of the Problem .....	5
1.5 Formulation of the Research .....	5
1.6 Aims of the Research .....	6
1.7 Significance of the Research .....	6
1.7.1 The Researcer .....	6
1.7.2 Practically.....	6
1.8 Previous Study.....	7
1.9 Frame of Thought.....	10



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## CHAPTER II THEORETICAL FOUNDATION

2.1 Listening Theory .....	13
2.1 Effectiveness Theory .....	14
2.2 Dictogloss Method .....	14
2.1.1 Variation of Dictogloss .....	16
2.1.2 Aims of Dictogloss .....	18
2.1.3 The Value of Dictogloss .....	18
2.1.4 further Potential Benefits .....	19
2.1.5 Strength and Weakness of Dictogloss .....	20
2.2 Listening Skill .....	21
2.2.1 Importance of Listening .....	22
2.2.2 Process of Listening .....	23
2.2.3 Strategy of Listening .....	26
2.2.4 Types of Listening .....	28
2.2.5 Difficulties of Listening .....	30
2.3 The Effectiveness of Dictogloss Method on Listening Skill .....	30

## CHAPTER III RESEARCHI METHODOLOGY

3.1 The Objective of the Research .....	35
3.2 The Variables of the Research .....	35
3.3 Place and Time of research .....	35
3.4 Population and Sample .....	36
3.5 Research Design .....	37
3.6 Research System .....	39
3.6.1 Steps of the Research .....	39
3.6.2 Technique Collecting Data .....	39
3.7 Instrument Test .....	41
3.7.1 Validity .....	46
3.7.2 Reability .....	52
3.7.3 Differentiation Index .....	54
3.7.1 Difficult Index .....	59



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

3.7 Data Analysis .....	62
3.8 Hypothesis .....	63

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

4.1 Research Finding .....	64
4.1.1 The Students Achievement Listening Skill of Narrative Text at Tenth Grade Students of MA Al-Iman Adiwerna Tegal That Using Dictogloss Method at Experiment Class .....	64
4.1.2 The Students Achievement Listening Skill of Narrative Text at Tenth Grade Students of MA Al-Iman AdiwernaTegal that Using Dictogloss Method at Control Class.....	68
4.1.4 NormalityTest .....	71
4.1.5 Homogeneity Test .....	73
4.1.3 The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text at Tenth Grade Students of MA Al-Iman Adiwerna Tegal.....	74
4.2 The Result of T-Test .....	76
4.2 Hypothesis Testing .....	78
4.2 Discussion .....	80

## CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion .....	81
5.2 Suggestion .....	82
References .....	84

## APPENDIX



## CHAPTER I INTRODUCTION

### 1.1 The Background of the Problem

This research investigates students' listening skill. It was found out from students at MA Al-Iman Adiwerna Tegal, when the researcher observed and interview with English teacher of tenth grade students of MA Al-Iman Adiwerna Tegal on 2<sup>nd</sup> June 2015, in that school researcher found there are problems in learning english, especially in learning listening about listening text of narrative text that faced students at tenth grade MA Al-Iman Adiwerna Tegal, students difficult when learn in listening of narrative text such as students lack in vocabulary it makes students difficult to get understanding when students listen English language. When students listen native speaker student feel difficult because, it make students difficult to understand what native speaker say and also students in tenth grade of MA Al-Iman Adiwerna Tegal they feel strange when hear the language of native speaker in audio because students felt lack in pronunciation.

Learning listening at tenth grade students of MA Adiwerna Tegal, students difficult to understand the topic or, content of spoken because, students feel the native speaker in audio speak quickly and confuse when they listen from a tape or recorder by native speaker, but when students listen from the teacher originally as native speaker, they feel easy to understand the text. It is because students reraly practice to listen native speaker from tape, lab, or recorder when learning listening so it makes students feel difficult to understand, when native speaker say about the text from audio and of course students difficult to get meaning or information when listening narrative text.

Students feel bored when learning listening because difficult to get information or the meaning what the speaker say, there are misunderstanding between listener and speaker because listener do not understand with foreign language. Listening is specially something in foreign language we should have mastery at least from the vocabulary in order to know what speaker said. When students learn listening language many students still difficult to

understand meaning what speakers say in order to teacher should have many strategies or methods when teach students in listening. According to Nashruddin (2013:3), “Listening is difficult skill in second language learning. Many factors varying from the difference of sound between the second language learners and the second language he/she is learning”.

Teaching listening is not easy because different with another skill. Listening is the skill that has many problems how make students can easy to understand the meaning or information. Learning listening also is the bored for students, in order to teacher should have strategies to teaching listening. As stated by Brow (2006: 4), “listening is a complex activity, and people can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening”.

Listening is the one of four skills in the learning language. Based on Howat and Dankin in Arief (2010: 771) “define listening as the ability to identify and understand what others say”. Listening is the activity which need concentrated where people should attention what speaker say because in the listening people should get the meaning, information, message, content or knowledge when speaker say. People should know that listening more specific than hearing, because if listening we should more concentrated people should attention the content what speaker say but if hearing we just hear like sound voice etc. Like in somme statement “However, before going any further we need to pause and consider what ‘listening’ actually means. This may seem self-evident, but, in fact, the word can mean different things to different people, and unless it is clarified this can lead to misunderstanding” (McLoad,. 2008: 21).

In the learning listening students should pay attention first in the vocabulary, grammar, and pronunciation. When students listen foreign language but still less in the mastery vocabulary, students feel difficult to understand the meaning, from the grammar to students will be confused in the time, and also difficult to write the result of listening. To solve the



problems at tenth grade students of MA Al-Iman Adiwerna Tegal researcher used dictogloss method to get achievement in learning listening especially in listening text about narrative text. In this method students can hear a text directly from the teacher with the clear pronunciation. Students feel easy to understand vocabulary and communicative each other. So students should really focus when listen speaker in order to students can get the information, or meaning of the text. In a classroom not at all students can quickly understand when they listen something in foreign language, because every student has different skill in listening. These are reasonable why listening is difficult. Based on the problem in the listening must use the method that can help students to solve the problems in listening skill.

Therefore teacher should have good method to teach students in learning listening. In order to writer make dictoglossmethod in learning listening, where students listen what teacher/speakers say and students write what which they understand that speaker say, and discuss with their friends. This strategy is communicative, so students can more communicative with their friends in the class.

The researcher uses dictogloss method as the effective method to solve the problem above. According with Jacobs and Small (2003: 1), “dictogloss is a new way of dictation” which was developed by Ruth Wajnryb. Dictogloss, in term of objective and procedures, in different from dictation. Based on statement, dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom “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 was originally introduced” Wajnryb (1990) in (Vasiljevic, 2010: 43). “Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening” Indriyanti (2013:3). This method can use in many level and easy to used can make can improve in the vocabulary and can make communicative too. So, the researcher to make research that is “The Effectiveness of Dictogloss



Method on Listening Skill of Narrative Text at Tenth Grade Students of Ma Al Iman Adiwerna Tegal.”

The researcher found the problem about listening skill at tenth grade MA Al-Iman Adiwerna Tegal. The important of this research is to solve the problem on tenth grade Ma Al-Iman Adiwerna Tegal of problem on listening skill about listening text and help teacher to get the effective method to teaching listening.

## 1.2 Identification of the Problem

From the description above the researcher identification the problems that facing student when learning listening so researcher focus at the field of the research is listening skill and the researcher wants to use experimental the researcher.

### The Problems

- 1) Students lack vocabulary, it is make students difficult to understand what native speaker say.
- 2) When students listen native speaker student feel difficult because, students felt lack in pronunciation.
- 3) Students feel when native speaker said quickly so difficult to understand what native speaker said.
- 4) Student difficulties to writing words when students hear native speaker from audio. So from that problems make students difficult to get information in the listening text from audio.
- 5) The students feel bored when learning listening, because students feel do not understand with speaker say because the language not as they hear usual every day and from native speaker in recorder students feel strange when hear.
- 6) There are many problems in English, especially about teaching method which is appropriate with the lesson material. Students at tenth grade in MA Al-Iman Adiwerna Tegal still difficult when learn in listening text and feel strange to hear native speaker because teacher teaching listening with task based approach



method and still difficult to used the method that can make students easy learning listening.

### 1.3 The Main Problem of The Research

The students feel bored when learning listening, because students feel do not understand with speaker say because the language not as they hear usual every day and from native speaker in recorder students feel strange when hear.

### 1.4 Delimitation of the problem

In this research the researcher focused study in Listening skill. Where researcher will be emphasize on the vocabulary so researcher took selective type of listening, and used Dictogloss method to make learning listening more effective appropriate with syllabus, researcher use material about narrative text, where students should listen a text narrative and get information from the text that teacher read. And used assessment multiple choice in extensive type of listening according (Brown., 2003: 125).

In this matter researcher took a sample two class, class X.1 and class X.3 at tenth grades students of MA Al-ImanAdiwernaTegal. Where class X.1 as the control class and X.3 as the treatment class.

### 1.5 Formulation of the Research

Base on that reason, the writer will focus in these cases:

- 1) How are the students achievement listening skill of narrative text at tenth grade students of Ma AdiwernaTegal that using dictogloss method at experiment class?
- 2) How are the students achievement listening skill of narrative text at tenth grade students of Ma AdiwernaTegal without using dictogloss method at control class?
- 3) Is there any positive and significant the effectiveness of dictogloss method on listening skill of narrative text at tenth grade students of Ma Al ImanAdiwernaTegal?



## 1.6 Aims of The Research

- 1) To know the students achievement listening skill of narrative text at tenth grade students of Ma AdiwernaTegal that using dictogloss method at experiment class.
- 2) To know the students achievement listening skill of narrative text at tenth grade students of Ma AdiwernaTegal without using dictogloss method at control class.
- 3) Is there any positive and significant the effectiveness of dictogloss method on listening skill of narrative text at tenth grade students of Ma Al ImanAdiwernaTegal.

## 1.7 Significance of The Research

### 1.7.1 The Researcher

This research can be a reference for the next research and add knowledge in study research. Theoretical the problem on listening process the writer found difficulties of listening process. The learner (students) miss understand what the teacher say, because students lack in the vocabulary, pronunciation, differences in foreign language, difficult to write word when listen what native speaker say. Its mean that the process learning no effective. Therefore write this research in order to teacher know the problems facing students and make students difficult when learning listening, and from the method make easier teacher to teach students thought easy method.

### 1.7.2 Practically

- 1) Teacher

The result of this research will help teachers especially for those who teach at the tenth grade students of MA Al-ImanAdiwernaTegal in helping student to achieve their listening skill. It also gives the alternative solution in teaching listening comprehension.

- 2) Student



This research would be significance for students to get the opportunities to achieve their listening, especially in understanding the text in listening through dictogloss method. It also assists them to solve their problems in listening activity and it can help them to increase their creative thinking skills.

### 3) School

Credibility of the school would be increase because of the achievement of the teachers and students after used dictogloss method. It can be also beneficial regarding to improve the education quality.

### 4) For other researchers

The results are hoped as an alternative suggestion and additional information to do further study about language.

## 1.8 Previous Study

The research in the field of speaking skill has been conducted by many researchers from Indonesia or the other countries. It has been conducted in many departments of education, from senior high school until university. The researcher finds the researches that have similarities in field of speaking skill.

First, by Tunikmah (2012) the researcher suggests that Partial dictation of a BBC Learning English can be used as one of alternative teaching techniques to teach listening. Considering the importance of listening comprehension, people try to find the way to improve listening comprehension by applying some techniques in teaching listening. Partial dictation is one of the techniques can be applied by the teacher. Partial dictation is a technique where subjects listen to recordings of material in the foreign language and are required to fill in the missing words in a written version of the recordings and the researcher uses recorded of BBC Learning English. Partial dictation makes the students and the teacher aware of the students' comprehension errors-phonological, grammatical, or both. His research about "Listening Comprehension of The Eighth Grade Students of SMP 2 BaeInThe Academic Year /Taught By Using Partial



Dictation of BBC Learning English. The objective of this research is to find out whether or not there is any significant difference between the listening comprehension of the eighth grade students of SMP 2 Bae in the academic year 2011/2012 before and after being taught by using Partial dictation of an BBC Learning English.

The researcher uses quasi experimental research design as the research method which consists of One Group Pre Test Post Test Design. The population of this research is all the students of eighth grade SMP 2 Bae in the academic year 2011/2012 which consists of 320 students. The sample of this research is VIII A of SMP 2 Bae in the academic year 2011/2012, which consists of 39 students in taking sample, the researcher uses cluster random sampling. To calculate and process the data, the researcher uses t-test for dependent sample.

Second author by Oanh (2011) about “the use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong” the place research in Hai Duong, Vietnam. The author study on using English songs as a kind of extra-curriculum activity in teaching listening skill, this paper will get through all aspects relating to this topic. The introduction. The second part presents the study thoroughly and then draws out the findings through analyzing the results of survey questionnaire as well as the informal interview. The conclusion is used to revisit the objectives, sum up all the results, give some implications in using songs in teaching listening skills, and then suggest some further study.

Third research on listening skill conducted by Indriyanti (2013) This formula of the problem is how is the effectiveness of using dictogloss technique in teaching listening on students’ listening skill? and how is the students’ perceptions toward the use of dictogloss technique in teaching listening? This study aims to the effectiveness of using dictogloss technique in teaching listening on students’ listening skill the students’ perceptions toward the use of dictogloss technique in teaching listening. One alternative that can be used dictogloss technique to improve students listening skill. Dictogloss activities are a useful way of presenting new factual information to



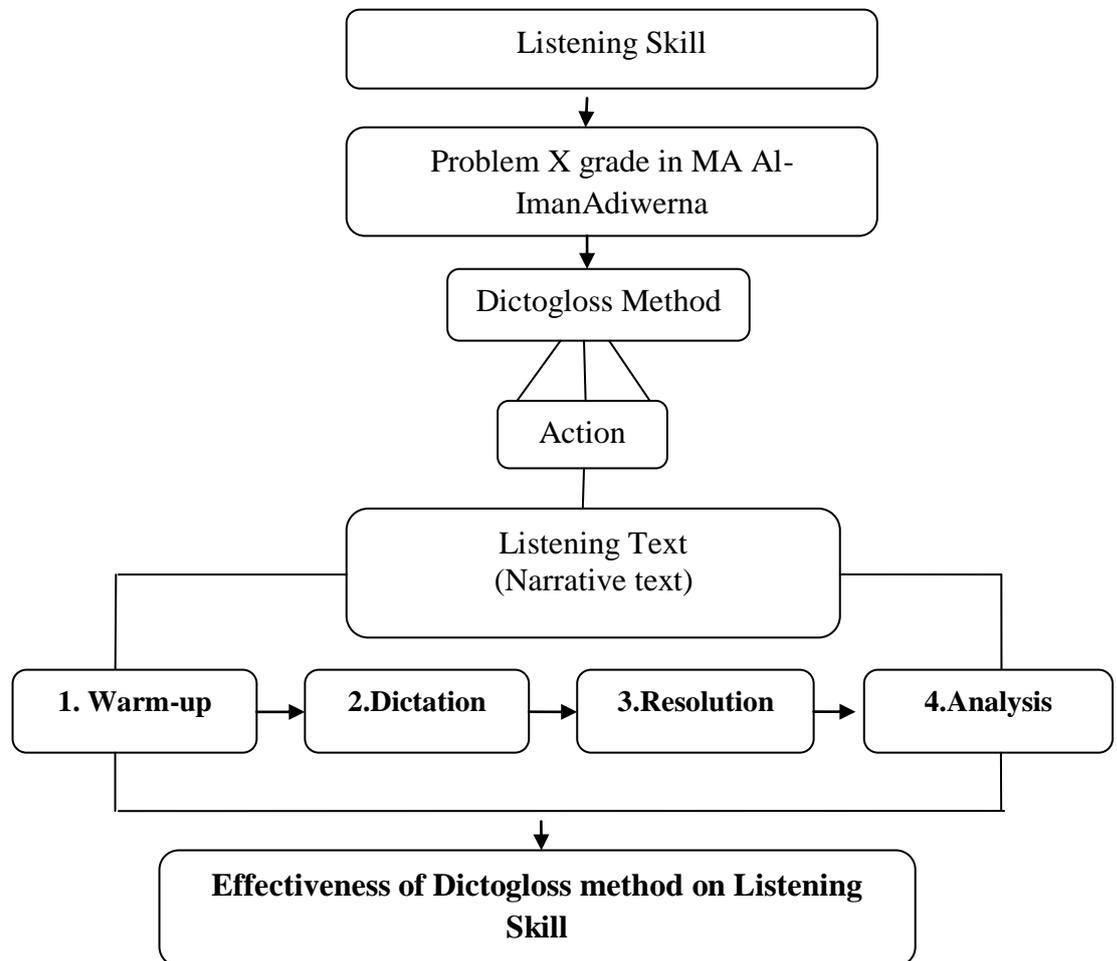
students, and encourage them to listen for key points and understand the listening. Dictogloss learners' technique is very helpful in listening and learning about students' skill to monitor students' skill both in the classroom and out the classroom. The populations in this study were all students of class VIII in SMP Negeri 1 Pangenan, with the hypothesis that the use of dictogloss can improve their listening skill. In other that, the writer found the result of effectiveness (in accurate percentage results and valid number) result of students' listening skill after treated them by using dictogloss technique. This study used a Quasi-Experimental, VIII A as an control class and VIII D as an Experimental Class.

So, from both research have same field aim that will be to help students in learning listening, and every research almost have same problem but they solve with their method each other. The first researcher by Kholisotunnikmah, use method BBC to solving problem in the listening, second by Oanh using songs to improve listening skills for students at ITC Foreign Language, third researcher by Indriyanti using Dictogloss method to solve problem in SMP Negeri 1 Pangenan at class VIII because ususally students difficulty to understan what they listen from teacher or native speaker. From all resercher above researcher use dictogloss method, because researcher feel this method can make effective students in listening skill if using dictogloss method.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## 1.9 Frame of Taught



**Figure 1.1**  
**Frame of Taught**

Learning English for students at ten grade senior high school is not easy, because when learning English students must learn in foreign language where the language still strange because it is not the language daily, when students learning English students feel English is difficult although they ever learned English in junior high school. So that teacher should be creative in teaching English. Being creative here can be applied in various way in order to students can learning English more easy.

According to Fauziati (2001: 5), “teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treated



at the level design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and organizationally determined by design". From the declaration above that English teacher should have strategy to solve the problem which faced by students in learning English, and motivated students in order to learn English well.

Related to that statement, teaching method is the important in the teaching learning activity. Especially in the learning English where in the learning English many problem and the problem make students difficult to learning English. For example students difficult to understand the topic or content of the listening text, students difficult to analysis the listening text because when listening student not only hear what the native speaker say but should understand also. Because learning listening not easy skill.

Teacher should have strategy in the learning method especially in listening text where students should understand the content of listening text because, student did not see or read the text but listen to understand the text. Like to understand the narrative text students should know the character of the story, problem of the story, and mind idea of the story etc.

According to Vasiljevic (2010: 41), in this research, researcher using dictogloss method to learning listening. The original dictogloss procedure consists of four basic steps:

- 1) *Warm-up*: when the learners find out about the topic and do some preparatory vocabulary work.
- 2) *Dictation*: when the learners listen to the text read at a normal speed by the teacher and takes fragmentary notes. The learners will typically hear the text twice. The first time the teacher read the text, the students just listen but do not write. The second time, the students take notes.
- 3) *Reconstruction*: when the learners work together in small groups to reconstruct a version of the text from their shared resources.
- 4) *Analysis and correction*: when students analyze and compare their text with the reconstructions of other students and the original text and make the necessary corrections (Wajnryb, 1990).



Considering of the statement above that the method can help students in learning listening text, because many students difficult to understand what native speaker say, because when native speaker say students feel strange and difficult to understand the native speaker say. So the writer choose the dictogloss method to help students in learning listening, especially in the listening skill and will be focus in narrative text because in. Dictogloss method students listen from teacher say teacher as the original native speaker, in this method teacher should give several steps in order to students can get the content of the listening text.

Researcher want to make increasing in listening skill of students thought dictogloss method according of statement Vasiljevic above that there are four procedure of dictogloss. So in practice or step dictogloss method in teaching listening, teacher several important vocabulary second students ask to listen and attention teacher dictated that two plays the first students ask to attention and second student can attention with fill the blank, third teacher makes students become several little groups and every students discuss and rewrite about story that have listen and every students corrected the writing every student can adding in the writing group as their listen. Finally every group presentation their writing and correction together.





## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the information about the conclusions and suggestions from the writer based on the conducting research at MA Al-ImanAdiwernaTegal.

### 1.6 Conclusion

Based on the research result and discussion, the researcher can describe the following conclusion:

- 1.6.1 The student's listening skill before using Dictogloss method at tenth grade students of *MA Al-ImanAdiwernaTegal* is low. It can be seen from the pretest result with the average of control class is 66.93 it mean the score is good enough and experimental class 68.45 it mean the score is good enough.
- 1.6.2 The students' listening skill after using Dictogloss method is increased. It can be seen from the post-test result which got the average 79.03it mean the score is good,the control class got the average74.86 it mean the score is good.
- 1.6.3 The result findings shows the average score that the achievement of students' listening skill before used Dictogloss method is 68.45 and the achievement of students' listening skill after used Dictogloss method is 79.03, it means that the achievement after the method higher than before it is  $79.03 > 74.86$  while the students' ability after using Dictogloss method was increased with the average 79.03 it mean the score is goodfor experiment class and 74.86 it mean good for control class. Hence, this strategy is effective to use inteaching listening skill. It is proven by the t-test which used to analyze the statistical data. Here the independent sample t-test is used, because the data is comes from the different group. The finding show the t-test result it can be seen that  $t_{count}$  is 2.289 and  $t_{table} = 1.671$ . So, the researcher made the conclusions of the hypothesis that  $t_{count}$  is higher

than  $t_{table}$  namely  $2.571 > 1.684$  and from formula of t-test shown that  $t_o > t_t$  namely  $0,026 < 0,05$ , In other word, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. It means that there is positive and significant effect of using dictogloss method on listening skill of narrative text at Tenth Grade Students of Ma Al Iman Adiwerna Tegal.

## 1.7 Suggestion

In reference to the conclusion above, it is suggested that the using of dictogloss method on listening skill. The following are suggestion for those who are interest in conducted similar study and part of education, the suggestion are as follow:

### 1.7.1 For Teacher

Teacher is significant role in education, especially in class, so they should be a partner for her students in learning process with the high responsible as an English teacher and should be creative in making the class alive and interesting. The English teachers have to make some variations in teaching listening by using some variations in technique. Dictogloss can be one of the effective technique in teaching and leaning listening. It is not only interesting but also motivating and attracting. After the researcher conducted the research and from the conclusion above approve that the dictogloss method can be use as alternative method because the method is useful on increase listening skill and it can be something new in English teaching and learning.

### 1.7.2 For Students

After the Dictogloss Method it hopes that the students can be motivate in learning listening besides that students also should have intention in learning; they should be an active in Learning English by doing some more exercises both at school and at home. They can use Dictogloss method to learning listening. Students more easy to get the comprehension in listening.



### 1.7.3 For the Institution

The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity, give the media and facility in order to make better progress achievement of English, and make teaching-learning more effective. Further, they can be a significant contribution to the development of the institution's elements to get the best result.

### 1.7.4 For the future researcher

It has been known from the result of the study that used of Dictogloss method can make students effective on learning listening. For the next researcher the result of the study hoped can be used as reference to conduct further study about the using of dictogloss method to help students in learning listening especially get the comprehension of listening in some texts and effectiveness on listening skill.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## REFERENCES

- Arikunto, Suharsimi. 2010. *Procedure Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Asmawati, Dede. 2013. *Using Dictogloss To Improve Students' Listening Comprehension At The 2nd Grade Class Xi A 3 Of Sman 8 Kotabengkulu In 2011/2012 Academic Year*:Bengkulu. Bengkulu.Universitas.
- Brown, H. Douglas. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco, California: Longman.
- Brown, H.Doughloges.2003. *Language Assessment: Principle and Classroom Practice*. . Longman Press: California.
- Brown, Gillian. 2001. *Listening to Spoken 2<sup>nd</sup> edition*. British Library Cataloguing: British. UK: Cambridge University Press.
- Buck, G. 2001. *Assessing Listening*. Cambridge: Cambridge University Press.
- Christopher, Harwood.2008. *A Classroom experiment: Using Dictogloss*.
- Cohen, Louis. Manion, Lawrence . Morrison, Keith. 2007. *Research Methods in Education*. Routledge: Madison Avenue, New York.
- Creswell, John W. 2009. *Research Design: quantitative, Qualitative and Mixed Method Approach*.(3<sup>rd</sup> Ed). Los Angeles: SAGE Publication.
- Du,Xiaoyu.2011.*On the Multimedia Teaching in College English Listening*.Academy: Phoenix ELT.
- Eka, Juwita, Arief, Ayuliva Adnan. 2013.*The Use of Dictogloss Method In Teaching Listening A Hortatory Exposition Text At Senior High School*. Universitas Negeri Padang: Padang.
- Fraenkel, Jack. R, Norman E. Wallen. 2009. *How to design and evaluate research in education*. New York: McGraw-Hill.
- Hamalik, Oemar. 2009. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- Indriyanti, Dewi. 2013. *Teaching Listening Using Dictogloss to Improve Students' Listening Skill at The Eighth Grade of SMP Negeri 1 Pangenan*. Unpublished.Swadaya Gunung Jati University.

- Jacobs, George and Small, J. 2003. *Combining Dictogloss and Cooperative Learning to Promote Language Learning*. The Reading Matrix.
- Kernerman, Lionel. (1996). *Password: English Dictionary For Speakers Of Bahasa Indonesia*. Jakarta :KesaintBalanc
- Kondo, Makoto et al. 2009. *Development of a Dictogloss System Oriented for Focus on Form*. Shizuoka University: Japan.
- Kothari. C. R. 2004. *Research Methodology Method and Technique*. Second Revised Edition. New Delhi: New Age International.
- Nashruddin, Wakhid. 2013. *Understanding the Teaching of Listening and Speaking: Understanding Students Need* State University of Malang Press: Malang.
- Nasution, S. 2012. *Didaktik Asas-Asas Mengajar*. Jakarta: PT Bumi Aksara.
- Nunan, D. 1991. *Language Teaching Methodology: a Textbook for Teacher*. London
- Oanah, Tran Thi. 2011. *The use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong*. Unpublished. University of Language and International Studies. Press. Cambridge. Publisher: Finlandia.
- Renandy, Willy A. 2013. *Effective Approaches to Teaching Listening: Chinese EFL Teacher's Perspectives*. Nanyang Technological University: Singapore.
- Richards, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. Cambridge university press: New York.
- Rost, M. 2002. *Teaching and Researching Listening*. London, UK: Longman.
- Stave, Brown. 2006. *Teaching Listenig*. New York: Cambridge University press.
- Sudijono, Anas. 2010. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.
- Sudjana, Nana. 2010. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- Suryani, Sri. 2012. *Improving Students' Listening Skills Through Varied Listening Tasks In A Language Laboratory At Smp N 2 Yogyakarta*. Yogyakarta: Yogyakarta State University.
- Tunikmah, Kholishah. 2012. *Listening Comprehension Of The Eighth Grade Students Of Smp 2 Bae In The Academic Year 2011/2012 Taught By Using Partial Dictation Of Bbc Learning English*. Unpublished. Muria Kudus University.



- Ur, P. 1998. *Teaching Listening Comprehension*.UK: Cambridge University Press.
- Vasiljevic, Zorana. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching Vol 3, no 1 March 2010. Bunkyo University:Japan.
- Wajnryb, R. 1990. *Grammar Dictation*. Oxford: Oxford University Press.
- Wulandaari, Fitri. 2011. *Improving students' Listening ability Using Spot TheDictogloss technique*. Surakarta: SebelasMaret University.