

**THE IMPLEMENTATION OF DICTOGLOSS STRATEGY TO IMPROVE
STUDENTS' ABILITY IN LISTENING COMPREHENSION**

SKRIPSI

*Submitted in a Partial Fulfillment as the Requirements
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English Education Program*

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ABSTRACT

Annisa, Siti. 1502050033. *The Implementation of Dictogloss Strategy to Improve Students' Ability in Listening Comprehension*. Skripsi. English Education Program. Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

This research was conducted to look at the improvement of students' ability in listening comprehension by using dictogloss strategy through picture. This study was conducted by using classroom action research. There were two cycle, and every cycle was conducted through: planning, action, observation, and reflection. The subject and research was students of VIII-1 at SMP Asuhan Jaya Medan in the academic year 2019/2020 which consisted of 28 students. Learning activities was categorized good if the average percentage shows that it has reached 75% of the number of study. Data used in this research were quantitative and qualitative. The quantitative data were taken from the test and the qualitative data were taken from the observation. The result in the cycle I, that there were 9 students getting able score. In the cycle I, the students not enjoy and they had limited listening comprehension of the text. Cycle II the student looked focus and enthusiastic when doing the test because the student more understand about dictogloss strategy through picture by using loudspeaker. Based on the test scores, in the pre test of the mean score was 47.32, Cycle I of the mean score was 68.57 and the cycle II of the mean score was 85.35 There was also an improvement of behavior and participant in the class. It could be concluded that dictogloss strategy could improve the students' ability in achievement listening comprehension.

Keyword: *Dictogloss Strategy, Listening Comprehension*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Pourhosein Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani and Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. O'Malley, Chamot, and Kupper (Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because in the schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes. Many reasons are mentioned by the teachers for not teaching listening, such as lack of teaching material, lack of school facilities, the speakers in the recorded material speak too fast, the students do not understand the vocabularies and the sentences used by the speakers.

This problem was also happened in learning activity at SMP Asuhan Jaya Medan. Based on the experience of researcher when carrying out internship 3 (PPL) at the SMP Asuhan Jaya Medan, especially in grade 8th The teacher does not use the right strategy in the process of learning to listen so that makes students bored. This problem is also caused not only by the teacher but also by the students. Many students are poor in listening a text especially descriptive text.

From the above problems the researcher was solve the problems faced by the students in difficulty listening by the way each learning process teachers must have creative ideas by using picture as the media with dictogloss strategy. Dictogloss strategy used to improve the students' listening comprehension. This strategy in which the teacher reads a short text and the learners make brief notes.

Based on the problem above the writer was research with title is **The Implementation of Dictogloss Strategy to Improve Students' Ability in Listening Comprehension.**

B. The Identification of the Problem

The problem of this research were identified as follow:

1. The teacher does not use the right strategy in the process of learning to listen so that makes students bored.
2. The students are poor in listening a text especially descriptive text.

C. The Formulation of the Problem

Based on the research background above, the formulation of the problem was there any improvement a students' ability in listening comprehension by using dictogloss strategy?

D. The Objective of the study

The objective of this study was to investigate how the implementation of dictogloss strategy to improve students' listening comprehension of grade VIII at SMP Asuhan Jaya Medan.

E. The Scope and Limitation

The scope of this study was focused on listening comprehension of dictogloss strategy, and was limited on the descriptive text in eight grade at SMP Asuhan Jaya Medan.

F. The Significance of the study

The finding of this study is expected to give valuable contributions theoretically and practically. Theoretically, this study was to enrich the understanding about listening comprehension.

Practically, the result of the research is expected to be useful

a. For the English teacher

The result of the study is expected that the English teacher can make this research as the source in giving the material especially in listening comprehension.

b. For the students

The result of the study is expected that the students could increase their listening comprehension.

c. For the future researcher

The result of this study is expected to the future researcher to give source to continue research with different points of view.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research may be based on the existing theories of certain field of science in this case, the theoretical framework is aimed at giving clear concepts to application of the study. To avoid misunderstanding between the researcher and the reader some terms in this study are in the following.

1. Listening

1.1 Definitions of Listening

Helgesen and Brown (2007: 3) define that listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know. It means that in the process of making sense of the input, they use only part of the incoming information while interpret means that in trying to make sense of the input, listeners use the bakcground of knowledge as well as the new information to dicipher what is going on and to figure on what speakers intend.

According to Howatt and Dakin (2005), listening is the ability to identify and understand what others are saying. This process involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning.

Thomlison's (2009) definition of listening includes "active listening," which goes beyond comprehending as understanding the message content as an act of empathetic understanding of the speaker. Furthermore, Gordon (2001) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives. Rather more importantly, empathetic understanding expands to "egocentric prosocial behavior". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests.

Ronald and Roskelly (1999) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that listening and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when listening.

Based on the definitions above, it can be concluded that listening is as an input of material and students can produce what they hear and can transfer it into text or spoken language. For students, it is important to use in teaching and learning process.

1.2 Significance of Listening

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development,

and plays a life-long role in the processes of communication. A study by Wilt (2011) reveals that people listen 45% of the time they spend while communicating with others. This study is still widely cited (e.g., Martin, 1999; Strother, 1997). Further, Wilt found that people spend their time in 30 % for speaking, 16 % reading, and 9 % listening. That finding confirmed what Rankin discovered in 1998, that people spent 70 % of their waking time communicating and those three-fourths of this time is spent for listening and speaking.

According to Buck (2001), listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of miscommunication, much of it oral, it is of vital importance that students are taught to listen effectively and critically.

According to the second language acquisition theory, language input is the most essential condition in language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (2011) argues that people acquire language by understanding the linguistic information they hear. Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic

situations: precisely those that learners are likely to encounter when they use the language outside the classroom.

1.3 The Process of Listening Comprehension

The process of listening refers to how listeners interpret input in terms of what they don't know. There is ample evidence that this is what they learn. Listening process is also refers to the way in which listeners use different kinds of signals to interpret what is said. They must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance

Wilson and Tyler provide extensive evidence for real time interactive language processing theory in which lexical, structural, and interpretive knowledge sources communicate and interact in an optimally efficient and accurate manner during processing.

Listening comprehension propose that listeners actively process language input. Two types of processing have been discerned: *cognitive strategies* and *metacognitive strategies*. *Cognitive strategies* involve solving learning problems by considering how to retrieve information. *Metacognitive strategies* involve planning, monitoring, and evaluating comprehension. In addition to metacognitive knowledge about themselves and how to listen best (person knowledge), about how much text to listen to, how difficult a text is. (task

knowledge); and about strategies and their relation to texts and tasks (strategy knowledge).

1.4 Strategies of Listening Comprehension

Rost (2002) defines that listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. The strategies can be classified into top-down strategies and bottom-up strategies.

Top-down strategies are listener - based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: (a) listening for the main idea, (b) predicting, (c) drawing inferences, and (d) summarizing.

Bottom-up strategies are text based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include: (a) listening for specific details, (b) recognizing cognates, and (c) recognizing word-order patterns.

Listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages. Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they regulate and direct the language learning process. Research shows that skilled listeners use more metacognitive strategies

than their less-skilled counterparts. The use of cognitive strategies helps students manipulate learning materials and apply specific techniques to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

2. Dictogloss Strategy

Dictogloss strategy is a classroom dictation activity where the students are asked to listen to a text (short one) that is read by the teacher and the students will reconstruct the text by their own words (Wilt, 2011). This technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. Learners listen to a passage, note down a key word or phrase and then encourage comparison.

Dictogloss is initially a technique only study grammar. The concept of this technique is different from traditional dictation where students listen to a passage, and write down what they hear as they are listening. Then later they work together to reconstruct the text. In this technique, the learners listen and write and they rely on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus on grammatical competence (Vasiljevic, 2010).

Jacob and Small (2003) said about dictogloss, “Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher”. It means that dictogloss

is a technique for language teaching which can incorporate the four language skills; listening, speaking, reading, and listening.

In addition, Robinson (2011) stated that dictogloss present more communicative and integrative approach to language learning than traditional dictation. When recreate the text, they are doing so by integrating the four language skills, are given chance to do self-correction by critically looking at how they produce the language, and are learning how to do peer correction with their friends. From the explanation above, it can be concluded that dictogloss is a classroom activity where the listener are given the oral text. They should reconstruct the text using their key words. And then, they can write down using their own words. This technique can cover all English language skills. It is like dictation technique with communicative and integrative approach.

2.1 Procedure of Using Dictogloss

Robinson (2011) classifies four stages of dictogloss. There are as follows:

a. Preparation

The preparation stage is to make students more receptive to the listening passage. On this stage, students was introduced to the topic of the passage that was read by the teacher. The teacher was tell the students about what they was talk about later in the passage. This stage is also known as warm up.

b. Dictation or Listening Process

On this stage, the students was start to listening activity. The teacher was read a passage to the students twice with normal speed. On the first reading, the

students are asked to just listen and understand about the passage, and on the second reading, the students are asked to take a note, to write down the key word or main idea of the text that can help them in reconstructing it.

c. Reconstruction

The students are asked to reconstruct the passage that has been read by the teacher before. They do it in a group that has been divided by the teacher. Here the students work cooperatively.

d. Analysis and Correction

The last stage of dictogloss is analysis and correction. On this stage, the students analyze and correct their reconstruction text with their friends and the original text that was shown by the teacher.

2.2 Variations of Dictogloss

According to Jacobs and Small (2003) states that there are eight variations of dictogloss can be used in teaching and learning English as a foreign language. These variations are: Dictogloss negotiation, student-controlled dictation, student-student dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion, and picture dictation.

a. Dictogloss Negotiation

Students can discuss each section of the text that has been read by teacher instead of discussing it at the end of the whole reading. This section is developed as follows: firstly, students sit with a partner face to face while the teacher reads the text to facilitate understanding. Secondly, the facilitator reads the text again

and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Thirdly, one of students is chosen to write the reconstruction of each section of the text and finally, the whole group can compare their reconstructions with the original reading.

b. Student-Controlled Dictation

Learners have the control of dictation. It means that they can ask the teacher when she/he should stop and go back to the reading. Students can ask for repetitions as many times as they consider necessary. Moreover, students can bring to the class their own texts or nominate topics they desire to read.

c. Student-student Dictation

This dictogloss variation involves key elements of cooperative learning. In particular equal participation from all group members. These ideas are presented by Jacobs and Small to explain that learners are more involved in their own learning process during all lessons because they have to read the texts to their partners instead of the teacher, taking turns to control the activity.

d. Dictogloss summaries

Learners are focused only the key ideas of the original text without listening them down. This activity of attention is used to summarize the whole reading working with a partner, summaries as a dictogloss variation is clue because while students are working together, the teacher can provide them visual clues about the activity such as picture, mind maps, among others, in order to facilitate understanding for the reconstruction stage.

e. Scrambled Sentence dictogloss

It is a popular technique for teaching a number of language skills, because it requires concentration, logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, a teacher first jumbles the text before reading. Secondly, the students have to organize it in a logical sequence, after that the facilitator checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

2.3 The Advantages of Dictogloss

Dictogloss as one technique that can be used in language teaching brings some advantages when it is implemented. According to Vasiljevic (2010), there are some advantages of dictogloss. Those advantages are:

- a. By dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.
- b. The reconstruction stage helps student try out their hypotheses and subsequently to identify their strengths and weaknesses. The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps.
- c. Dictogloss also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

- d. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn in small group.

2.4 The Disadvantages of Dictogloss

After we know the advantages the use of dictogloss, it also has disadvantages stated by Alderson (2007), as follow: (a) Dictogloss has a very long procedure and needs much time to apply perfectly in teaching and learning process, (b) Not as effective for lower lever learner, (c) If the dictation is not recorded on tape, the test was less reliable, as there was differences in speed of delivery of the text to different audiences. (d) Dictation is in fact written that are read aloud so they do not helps the students 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.

B. Previous Studies

The study focuses onthe implementation of dictogloss strategy on students' ability in listening comprehension. What are mentioned below was explain about the finding of those researches.

The fist previous study from article entitled "The use of songs as a tool to work on listening and culture in EFL classes" it is an article written by Edgar Alberto Reina Arevalo (2010). The research was carried out in a second level EFL course at a university in Tunja, Colombia. Based on the result of his research, song is the most suitable type of authentic material to develop

listening comprehension because students feel motivated when working with authentic kind of material. He also found that the use of songs in the classroom motivates students to attend lessons and pay attention in class. Songs in general use simple conversational language with a lot of repetition. Students can activate the repetition mechanism of the language acquisition. This type of repetition presented in songs was activate the students to get a lot of pattern drill automatically without realizing it. Arevalo in his article also gives suggestion that in teaching listening comprehension through song can be developed based on the correct material selection and systematic and coherent lesson plans.

The second previous study from research is entitled “Reason for Using songs in the ESL/EFL Classroom” is written by Kevin Schoepp. The article focuses on the reasons for using songs by demonstrating their effectiveness as a learning tool. Schoepp states there are three patterns of reason why using songs in the classroom. First is affective reason. The affective reason for using songs in the classroom is because songs are one of method for achieving a weak affective filter and promoting language learning. Schoepp explains that to make optimal learning to occur, the affective filter must be weak. A weak affective filter means that a positive attitude toward learning is present. If the affective filter is strong the learner was not seek language input, and in turn, not be open for language acquisition. The second is linguistic reason. The linguistic reason for using songs in the classroom is because songs are excellent examples of colloquial English, that is, language of informal conversation.

The last previous study from research is entitled “Improving Students’ Listening Comprehension of SMA Negeri 2 Luwuk through Adapting Dictogloss. In this research, the students are considered to be successful in listening comprehension if they reach at least the minimum score standard, *Kriteria Ketuntasan Minimal*, (72) and the percentage of students achieves the minimum standard that is 75% from the total member of students in the class; and goes with the standard Dictogloss that the listening comprehension based on the Dictogloss technique. After implementing the Dictogloss technique through preparation, dictation, reconstructing, analysis, and correction for two cycles, it was concluded that this technique is effective to improve students’ listening comprehension. In addition, it also improves the students’ vocabulary, pronunciation, and the most important thing that it can make students interested in joining the class.

C. Conceptual Framework

listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know. It means that in the process of making sense of the input, they use only part of the incoming information while interpret means that in trying to make sense of the input, listeners use the background of knowledge as well as the new information to decipher what is going on and to figure on what speakers intend. Dictogloss strategy is a classroom dictation activity where the students are asked to listen to a text (short one) that is read by the teacher and the students was reconstruct the text by their own words. Descriptive text is a text

which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Listening comprehension is not only hearing what others say correctly but also students must construct the meaning of utterance and give appropriate response.

The implementation of dictogloss strategy is aimed to improve students' ability in listening comprehension.

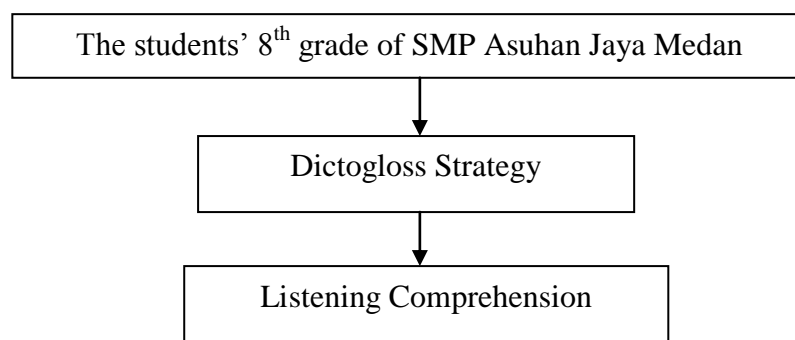


Figure 2.1

Conceptual Framework

CHAPTER III
METHOD OF RESEARCH

A. Location

This research was conducted at SMP Asuhan Jaya on Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241 for the students of eight grade of junior High School during the academic 2019/2020. The reason for choosing this school is based on the researcher during the experience of studying at the school, researchers found students had difficulty in listening skill.

B. Subject of Research

The subject of this research was the students of eight grade of SMP Asuhan Jaya Medan. There are three classes of eight grade of SMP Asuhan Jaya in every class, consist of 28 students. The researcher take one class of the eight grade which consist about 28 students as the subject of the research.

Table 3.1

Subject of the research

Class	Male	Female	Total
VIII-1	16	12	28
Total	16	12	28

C. Research Design

In this research, the researcher was used Classroom Action Research. To collect the data, the sample divided in to one class.

The procedure of the research, firstly the researcher gaven pre-test in the class before they taught about descriptive text. Then, the researcher was given a treatment to class. Next the researcher was given post test to the class. The post-test was given after the students study about descriptive text. The procedure in administrating the test showed below:

a. Pre-test

Before do observation to students of research by dictogloss strategy through picture, a pre-test was given to the sample. The researcher was given the question test to the students. It was consisted 1 text to be listened and 20 items in multiple choice form.

b. Observation

Observation was used to observe all condition that happened during the teaching learning process. After having observation, the researcher was given a post-test to the sample. The post-test was the same as the pre-test. The post-test was final test in the research. The correct answer was to score 1 point, mean while the incorrect answer was to score 0.

D. The Instrument of Research

In this case, test defined as a set of question that was given to the students' to find out their enhancement in listening comprehension of the descriptive text.

There was a test, namely written test.

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\} \{N \Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text score,

XY = the multiplication of the X and Y scores,

ΣY = the sum of total X score in each group,

ΣXY = the sum of multiple choice of score from each student with the total score,

ΣX^2 = the sum of the square score in each text, and

ΣY^2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$R = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

Where:

R = the reliability of the test

$\sum X$ = sum of the X scores

$\sum Y$ = sum of the Y scores

$\sum x^2$ = sum of the squared X scores

$\sum Y^2$ = sum of the products of paired X and Y scores

N = number of paired scores

3. Difficulty Level

The difficulty level of test is indicated by the percentage of the student who gets the item right. The more difficult an item, the fewer was students who select the correct option. To know the difficulty level, the researcher used the formula:

$$TK \frac{B}{JS}$$

Where:

TK = the difficulty of the index

B = the number of the students who answer an item correctly

JS = the total number of the students

E. Technique of Collecting Data

In collecting the data, there are some steps that applied as follows:

1. Giving the text to the test.
2. Giving instruction to the test.
3. Specifying the time for the students to do the test.
4. Collecting the test from the students
5. Scoring the students.

F. Technique of Data Analysis

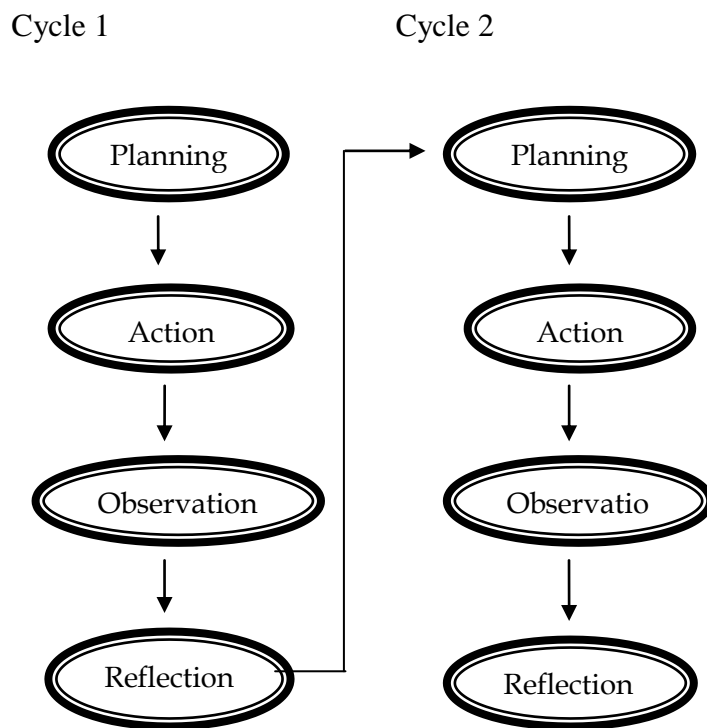
In this research, the data was qualitative and quantitative. The qualitative data to describe the situation during the teaching process and the quantitative data was to use analyze the score of the students. To know the mean of the students score for each cycle, the researcher applies the following formula.

The procedure of this research use cycle to Lewin's method. This cycle not only take place once, but several times, to achieve the goals expected learning listening comprehension I class. Every cycle have four steps there are: planning, action, observation, and reflection.

Here are the cycles of action research;

3.1 Picture

Cycle



Source: Susilo “Penelitian Tindakan Kelas”

Groove classroom action research as follows:

1. Planning

This planning is done in the planning stages, namely:

- a. Determining the Competence Standart and Basic Competence along with observe/collaboration
- b. Develop learning device according to Competence Standart and Basic Competence predetermined

- c. Determined the time that used in the learning process
- d. The division of tasks between teachers and collaborators

2. Action

This action is to implement learning activities using learning model learning cycle from exploration, the stage of introduction the concept and implementation of the concept phase as well as improve the science process skills.

3. Observation

It is done in this observation phase, namely: (a) Observe and record the things that become deficient in the learning process using the learning model learning cycle, (b) Observe and record student activity related to science process skills.

4. Reflection

It is done in this reflection stage are:

- a. Analyze and reflect on the achievement of indicators of Competence Standart and Basic Competence Predetermined in learning by using learning cycle, as well as the science process skills and learning outcomes hat have been achieved by students.
- b. Recommended to cycle the next action on the findings of the previous cycle, especially concerning the use of the learning model learning cycle, science process skills and learning outcomes

$$X = \frac{\sum x}{N}$$

Where: X : the mean of the students

$\sum x$: the total score

N : the number of the students

The criteria of able point

$N > 75$ able

$N < 74$ able

Next, to categorize the number of master students, the researcher continues it by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage of students who get the point 75

R : the number of students who get point up to 75

T : the total number of students who take the test

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

This data of this research consisted of two types; they are qualitative and quantitative data. Qualitative data were obtained from tests. Quantitative data is taken from the average student taking a test. The class is class VIII-2 consisting of 28 students. This research was conducted in two cycles. Each cycle consists of four steps of action research (planning, action, observation, and reflection).

1. Quantitative data

Quantitative data is taken from multiple choice test scores conducted in two cycles. The meeting was held; pre test, post test I and post test II. It is used to assess students' listening comprehension. Improving the value of students in listening comprehension by applying the dictogloss strategy can be seen in the table below.

Table 4.1

The Students' Scores in the Three listening Comprehension Tests

No	The Students' Initial	Pre Test (Orientation)	Post Test Cycle I	Post Test Cycle II
1	AD	30	60	80
2	GS	50	65	85
3	G	35	60	85
4	HI	40	65	80

5	HP	55	65	80
6	IA	40	55	95
7	JRS	55	75	90
8	KA	40	65	80
9	LP	75	80	95
10	MRP	70	75	85
11	MTA	35	70	90
12	MHI	45	75	85
13	MRS	40	65	80
14	MNI	35	65	80
15	MA	45	65	85
16	MRP	35	55	80
17	MN	35	65	85
18	MS	60	75	85
19	MI	60	80	95
20	MA	55	75	85
21	MRS	50	70	85
22	MF	60	75	90
23	NSW	40	70	80
24	NS	50	75	90
25	NRW	35	70	85
26	NA	60	70	90
27	N	35	65	80
28	DA	60	70	85
Total		$\sum x = 1325$	$\sum x = 1920$	$\sum x = 2390$
Mean		$\bar{x} = 47.32$	$\bar{x} = 68.57$	$\bar{x} = 85.35$

2. Qualitative Data

The qualitative data was taken from observation in the classroom. Observation was used to see students' attitude and activities during teaching learning process in pre test, post test I and post test II.

In the pre-test, the teacher gives a test without giving care, model, or method. From the pre-test only one student got a score of 75 because students were not interested when given the test. And in the post test I, there were 9 students who scored 75 or more. In my post test some students become interested and focused but some students sometimes still find it difficult to listen. In the next cycle, 28 students got grades. In cycle II, students are more serious in the learning process because the teacher uses the media in the teaching and learning process. In cycle I, the teacher only uses conventional methods.

B. Data Analysis

1. Quantitative Data

The researcher gives a test at the end of each cycle. There was an increase in student achievement in listening comprehension from each cycle. It can be seen from the pre-test to the post-test (cycle II). That can be seen below:

Table 4.2

The Result of Students' Score for Pre Test

No	The Students' Initial	Pre Test
----	-----------------------	----------

		Score	Get Score of over 75
1	AD	30	Unable
2	GS	50	Unable
3	G	35	Unable
4	HI	40	Unable
5	HP	55	Unable
6	IA	40	Unable
7	JRS	55	Unable
8	KA	40	Unable
9	LP	75	Able
10	MRP	70	Unable
11	MTA	35	Unable
12	MHI	45	Unable
13	MRS	40	Unable
14	MNI	35	Unable
15	MA	45	Unable
16	MRP	35	Unable
17	MN	35	Unable
18	MS	60	Unable
19	MI	60	Unable
20	MA	55	Unable
21	MRS	50	Unable
22	MF	60	Unable
23	NSW	40	Unable
24	NS	50	Unable
25	NRN	35	Unable
26	NA	60	Unable

27	N	35	Unable
28	DA	60	Unable
Total $\sum x$		1325	
The Mean Score		47.32	

From the pre-test table, the total student score was 1325 and the number of students taking the test was 28 students, so student mean was;

$$X = \frac{1325}{28} = 47.32$$

From the analysis of the data above, students' ability to listen to comprehension is low. The average student score is 47.32 There are 27 students who score below 75 and only 1 student gets a score of 75. This shows that students' ability to listen to comprehension is still low.

The percentage increase in students' reading comprehension is calculated as follows:

$$P = \frac{1}{28} \times 100\%$$

$$= 3.5\%$$

From the results above, students' listening ability is low in pre-test. So, the post test is continued in cycle I. In the post test I of the first cycle, the analysis can be followed below:

Table 4.3**The Result of Students' Score for Cycle I**

No	The Students' Initial	Cycle I	
		Score	Get Score of over 75
1	AD	60	Unable
2	GS	65	Unable
3	G	60	Unable
4	HI	65	Unable
5	HP	65	Unable
6	IA	55	Unable
7	JRS	75	Able
8	KA	65	Unable
9	LP	80	Able
10	MRP	75	Able
11	MTA	70	Unable
12	MHI	75	Able
13	MRS	65	Unable
14	MNI	65	Unable
15	MA	65	Unable
16	MRP	55	Unable
17	MN	65	Unable
18	MS	75	Able
19	MI	80	Able
20	MA	75	Able
21	MRS	70	Unable
22	MF	75	Able

23	NSW	70	Unable
24	NS	75	Able
25	NRN	70	Unable
26	NA	70	Unable
27	N	65	Unable
28	DA	70	Unable
Total $\sum x$		1920	
The Mean Score		68.57	

From the results of the post test (Cycle I), the total score of students is 1920 and the number of students taking the test is 28 students, the average student was:

$$X = \frac{1920}{28} = 68.57$$

The percentage results of increasing students' listening comprehension are calculated as follows:

$$P = \frac{9}{28} \times 100\% \\ = 32,14\%$$

From the explanation above, students' ability in listening comprehension is still not good (low) when conducting action research in cycle I, there are 9 students aged over 75 and 19 students who are still under 75. It can be concluded that the students' ability in listening comprehension still low. The first post test cycle was categorized as failing. The result of the minimum standard of success criteria is > 75 . Therefore, further action continues on cycle II.

Table 4.4
The Result of Students' Score for Cycle II

No	The Students' Initial	Cycle II	
		Score	Get Score of over 75
1	AD	80	Able
2	GS	85	Able
3	G	85	Able
4	HI	80	Able
5	HP	80	Able
6	IA	95	Able
7	JRS	90	Able
8	KA	80	Able
9	LP	95	Able
10	MRP	85	Able
11	MTA	90	Able
12	MHI	85	Able
13	MRS	80	Able
14	MNI	80	Able
15	MA	85	Able
16	MRP	80	Able
17	MN	85	Able
18	MS	85	Able
19	MI	95	Able
20	MA	85	Able
21	MRS	85	Able
22	MF	90	Able

23	NSW	80	Able
24	NS	90	Able
25	NRN	85	Able
26	NA	90	Able
27	N	80	Able
28	DA	85	Able
Total $\sum x$		2390	
The Mean Score		85.35	

From the results of the table, the ability of students to listen to understanding using model images through the dictogloss strategy. The maximum criterion standard is reached (85.35) and the student score is 2390 divided by the number of students taking the test which is 28 students, so the average student is:

$$X = \frac{2390}{28} = 85.35$$

From the above explanation, the students' ability in listening comprehension increases. The average student is 85.35.

The percentage increase in students' listening comprehension was calculated as follows:

$$\begin{aligned}
 P &= \frac{28}{28} \times 100\% \\
 &= 100\%
 \end{aligned}$$

Here, the results of students' improvement in listening comprehension from pre-test, post-test I and post-test II:

Table 4.5

The Differences of Students' Score for Pre test, Cycle I, and Cycle II

No	Students' Initial	Pre Test		Cycle I		Cycle II	
		Score	Get score of over 75	Score	Get score of over 75	Score	Get score of over 75
1	AD	30	Unable	60	Unable	80	Able
2	GS	50	Unable	65	Unable	85	Able
3	G	35	Unable	60	Unable	85	Able
4	HI	40	Unable	65	Unable	80	Able
5	HP	55	Unable	65	Unable	80	Able
6	IA	40	Unable	55	Unable	95	Able
7	JRS	55	Unable	75	Able	90	Able
8	KA	40	Unable	65	Unable	80	Able
9	LP	75	Able	80	Able	95	Able
10	MRP	70	Unable	75	Able	85	Able
11	MTA	35	Unable	70	Unable	90	Able
12	MHI	45	Unable	75	Able	85	Able
13	MRS	40	Unable	65	Unable	80	Able
14	MNI	35	Unable	65	Unable	80	Able
15	MA	45	Unable	65	Unable	85	Able
16	MRP	35	Unable	55	Unable	80	Able
17	MN	35	Unable	65	Unable	85	Able
18	MS	60	Unable	75	Able	85	Able
19	MI	60	Unable	80	Able	95	Able
20	MA	55	Unable	75	Able	85	Able

21	MRS	50	Unable	70	Unable	85	Able
22	MF	60	Unable	75	Able	90	Able
23	NSW	40	Unable	70	Unable	80	Able
24	NS	50	Unable	75	Able	90	Able
25	NRN	35	Unable	70	Unable	85	Able
26	NA	60	Unable	70	Unable	90	Able
27	N	35	Unable	65	Unable	80	Able
28	DA	60	Unable	70	Unable	85	Able
Total $\sum x$		1325		1920		2390	
The Mean Score		47.32		68.57		85.35	

Based on the findings all of the result analysis above, the researcher concluded that the dictogloss strategy through picture could improve the students' listening comprehension.

2. Qualitative Data

The qualitative data were taken from observation in the classroom when learning process.

1. Cycle I

In this cycle, the researcher conducted four steps planning, action, observation, and reflection. A test given in the end of learning process. The steps of this cycle:

a. Planning

The plan was arranged before researcher conducting the research. The researcher prepared of lesson plan based on the material which would be thought and prepared of cycle I.

b. Action

In this step, the teacher of VIII-1 class applied what has planned in the classroom. The teacher used lesson plan as guideline for the activity that happened in the class. There were some activities which were done by the teacher including; introduction, core activity, and closing. In introduction, there were some activities such as; (1) The teacher pray together before to start teaching learning process. (2) The teacher did the apperception by greeting the student, checking the students' attendance list and asking the students about listening in descriptive text used dictogloss strategy through picture given by teacher.

In core activity, there were some activities had done by teacher; (1) The teacher explained of dictogloss strategy through picture. When the teacher was explaining what the dictogloss strategy through pictures to descriptive text, there is a student ask "How are the steps of using the strategy and picture to descriptive text, Miss?" (2) Then, the teacher answers and elaborates it "Okay, I will answer the question, the steps are listening the text and give the picture, then the learners take notes. After that you start give a picture, listen of text and look for thing in the text (psychological characteristic, physical appearance, and others spesically). Next, you match the first prediction was right or not with the conclusion after you listen the entire text." (3) The teacher gave the example of them used descriptive

text. (4) The teacher gave the post test I to student. (5) The students answered the questions in the test.

Last activity of action is closing, in closing there was activity such as; the teacher was concluded the material and close the class with greeting.

c. Observation

In this step, observation was purposed to find out information of action. It was done in the classroom while teaching and running process such as the situation in the classroom, the student attitude and the problem found during the teaching learning process. In this case, the researcher saw the result of the student test to know capability of them. The researcher found the students still lazy to listen because most of the students faced difficulty when they had to listening the text. The confused in catching the information from the text because limited vocabulary. In this cycle, there are 10 students getting able score and 18 students getting unable score. The result of the post test I still low in listening comprehension although applied dictogloss strategy through picture in learning process.

d. Reflection

In this step, the researcher evaluated the teaching process in the end of meeting in cycle I. The researcher asked about the student difficulties and problem in listening comprehension and understanding in the lesson. There were things that had been observed as follow; many students were not interested with listening

of the text and the mean score of the students was 68.63. From the data, researcher decided to continue the second cycle in order get better result.

2. Cycle II

The cycle II was better than the first cycle because the researcher had already got the reflection on the cycle I to be used as the information on the students' problem in the classroom.

a. Planning

In the cycle, the English teacher gave more explanation how to comprehend the text through dictogloss strategy through picture easily. The teacher gave to motivation and created more supportive condition in order to foster the students to give more their responses in the classroom. In this step, the teacher VIII-1 class prepared lesson plan, preparing loudspeaker, and the material for teaching learning process.

b. Action

The teacher of VIII-1 class still applied of dictogloss strategy through picture again. In this step, there were some activities such as; In introduction, the teacher opened the class by greeting and checking the absent before started the lesson. Then, the teacher asked dealing with the topic for to know how far the student has remembered the previous materials. In main activity, such as; (1) The teacher the given the material to the student. (2) The teacher displayed a descriptive text picture with the dictogloss strategy. Then, one of student raised his hand and asks "Miss, are there strategy only applicable to descriptive text?."

Next, the teacher say “Thank you, it’s the good question. The dictogloss strategy not only used descriptivr text but the other text such as narrative text, report text, and etc also. So, these strategy could use the other text and many subject because it could make us easily in listening comprehension. Are you understand, students?.” (3) Next, the teacher asked to students “Now, can you understand how to apply these dictocloss strategy through picture and are you ready to do the test?.”The students answer with active and spirit “Yes, I can, and ready”. (4) After that the teacher explanation it, the teacher gave the post test II to the students.

In closing activity, the teacher say “thank you for attention, I hope this second test getting far better result than the first test and wassalamualaikum.

c. Observation

In this step, the students’ ability in listening comprehension can be improved. The students started enthusiastic because in teaching of cycle II the teacher used loudspeaker. So, the students more seriously listen the example of picture and explanation of dictogloss strategy through picture on the loudspeaker. In this cycle, the student gave the good response during learning process. One of the reason was the teacher used media when in cycle I only explanation used the teacher method (vocal method). All students in order to get better result, in cycle I getting the mean 68.57 and cycle II that the student had able to answer the best with the mean 85.35.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could increase the students' in listening comprehension used the dictogloss strategy through picture.

d. Reflection

In this step, the researcher could be concluded that having checked the student listening test. The researcher found the students' ability in listening comprehension by applying dictogloss strategy through picture was improved.

Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in listening comprehension had been improved. The dictogloss strategy through picture were not applied in English and descriptive text but also any subject and other texts.

C. Findings

1. The result of research indicated that there was improvement on the students listening comprehension which was taught by test listening comprehension activity. It was evident by the data which showed that the mean of the students' score for the first listening comprehension test as a pre test which was 47.32, the second listening comprehension test as cycle I which was 68.57 and the third listening comprehension test as cycle II which was 85.35.

2. The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data was organized from observation sheet. It was indicated the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and using of the dictogloss strategy through picture as strategy and media in teaching can improved the students achievement in mastering listening comprehension.

D. Discussion

The dictogloss strategy through picture in teaching for increase achieve of listening comprehension. Dictogloss strategy through picture were two of many learning strategy and media which could be used by teacher in teaching English especially in listening.

The improvement students' ability listening comprehension seen be from the result of the test. It means that the students' ability in listening comprehension by dictogloss strategy through picture improved. Teacher should make students feel enjoy and comfortable to say their difficulty in the class. It means the teacher should given motivate to students when they ask or questions what part they did not really understand in the topic.

The score of the test in fact increased step by step so that teacher should conduct the cycle II. There were not students who got lower score than before but each student succeeded to raise their score step by step and finally came to

achieve student. The students did not have the same achievement because they have different knowledge. It could be seen that from the result of pre-test, post-test I and post-test II.

Those differences of the ability were as the phenomena that they had different amount of skill, but the implementation of the top down processing model through speed reading method on increase achievement of reading comprehension had been successfully significant to increase their ability to better point. All students in the post test cycle II got the able points. It means that they understand with the use of dictogloss strategy through picture.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result and analysis of the study, it could be concluded that teaching listening comprehension by using dictogloss strategy through picture could improve the students listening comprehension, especially for students VIII-1 of SMP Asuhan Jaya Medan. The researcher implement the dictogloss strategy in two cycle there are cycle I and cycle II. Based on the test scores in the pre-test of the mean score was 47.32, cycle I of the mean score was 68.57, and the cycle II of the mean score was 85.35. with the implementation of dictogloss strategy through picture method in improving listening comprehension, it make the student more interest in listening.

B. Suggestions

After presenting the conclusion of this research, there was some suggestion:

1. For the English teacher

For all English teachers to improve the students' comprehension ability by implementing dictogloss strategy through picture which are suitable for the students' conditions. Implementing dictogloss strategy through picture in the class can attract and motivate the students to participate more in the teaching and

learning process. It is better if the English teachers can use dictogloss strategy through picture as an alternative in their teaching.

2. For the students

For the students suggested when they studied listening comprehension either at school or at home used dictogloss strategy through picture.

3. For the other researcher

It is suggested to use further and deeper research because using strategy and media is proven to improve students' listening comprehension. The dictogloss strategy through picture were not used in descriptive text only, but also other text. These strategy and media can also be applied in any subjects, so it is not limited to English.

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APPENDIX 1

LESSON PLAN

Cycle I

School : SMP Asuhan Jaya Medan

Subject : English

Class : VIII / 1

Topic : Descriptive text

Time Allocation : 2 X 45 minutes

A. Core Competencies (KI)

KI 1 : Appreciate and live the teachings of the religion they hold

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye.

KI 4 : Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

B. Basic Competence and Competency Achievement Indicators

No.	Basic Competence	Competency Achievement Indicators
1.	1.1. Thankful for the opportunity to learn English as the language of instruction in international communication which is realized in the spirit of learning.	1.1.1 Expressing gratitude for the opportunity to learn English.
2.	2.2. Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Acknowledge when making mistakes 2.2.2 Do not blame others for their own actions 2.2.3 Doing things that are said to be done without being reminded by others.
3.	3.10. Apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about people's descriptions, short and simple, in accordance with the context of their use.	3.10.1 Write descriptive texts about people's descriptions, short and simple, according to the context of their use..
4.	4.11. Capture meaning in descriptive oral and written texts, short and simple. 4.12. Compile oral and written descriptive texts, short and simple, about animals, by paying attention to social functions, text structures, and correct linguistic elements and in context.	4.11.1 Identifying the structure and elements of language in the text 4.12.1 Stating the characteristics and physical characteristics of people in a way that is accurate, smooth and acceptable

C. Learning objectives

After participating in a series of learning activities, students can:

1. Observe and identify the pictures of people shown by the teacher carefully.
2. Respond to questions given by the teacher based on the picture orally.
3. Identifying accurate information from descriptive text accurately.
4. Identify the generic structure of descriptive text in pairs.
5. Write descriptions of the pictures that exist individually.
6. Make descriptive Text individually.

D. Learning materials

Social Function: Describe people for the purpose of selling, buying, introducing, reporting losses. StrukturTeks :

- Mention of the name of the person chosen to be described
- Mention of the nature of people, and
- Mention of actions from or related to people.

Length of text: approximately 6 (six) sentences.

I have a friend, her name is vivi. She is a beautiful girl. She has black short straight hair. Her skin is white. She has slim body .She also smart girl.

Linguistic Elements:

(1) Questions and statements about description

- How does your brother look like?
- He's short and wears glasses
- He's wears glasses

(2) The mention of singular nouns with a and the, and plural (-s).

(3) The pronouns it, they, she, we, etc.; our, my, your, their, etc.

(4) Adjectives, without or with the addition of words quite, very, or a combination such as dark brown, nice little boy, and the like.

(5) Clear and neat spelling and handwriting and printing

(6) Speech, word pressure, intonation, when presented verbally.

Topics:

Descriptive text.

Example:

Descriptive Text About Justin Bieber

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.

He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour... but this is what I tell people first. This is the reason why I really love him.

E. Learning Methods

1. approach : classroom action research
2. model : dictogloss strategy
3. strategy : observation (observation) of group discussions, individual assignments

F. Media, Tools, and Learning Resources

1. Media : pictures
2. Tool : HP, laptop, whiteboard, and speaker
3. learning resources: Class VIII English print book.

G. Steps of learning

a. Preliminary activities

- 1) The teacher greets.
- 2) The teacher checks the presence of students.
- 3) The teacher explains the learning objectives

b. Core activities

1. Students are asked to observe and identify the picture shown by the teacher.
2. Students respond to questions related to the picture verbally (task 2)
3. Students are given examples of descriptive text and they answer questions according to the text
4. In pairs students analyze social functions, generic structures and language elements used in descriptive text.
5. Learners conclude the results of the discussion and present it in front of the class

Communicating

6. Students make descriptive text.

c. Closing Activity

In closing activities, teacher

1. Students and teachers reflect on learning activities

2. Students and teachers provide feedback on the process and results

learning.

3. The teacher gives assignments for students to look for descriptive text examples from the internet.

4. Learners and teachers say goodbye.

H. Evaluation

Choose the correct answer by crossing a,b,c, or d!

Listening 1

Answer the questions 1-3



1. Miko's eyes are...
 - a. Black
 - b. White
 - c. Brown
 - d. Dark brown

2. The writer got the pet from
 - a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. His mother

3. What is the picture about?
 - a. My lovely dog
 - b. My best friend
 - c. My pet shop
 - d. His mother

Listening II

Answer the questions 4-5

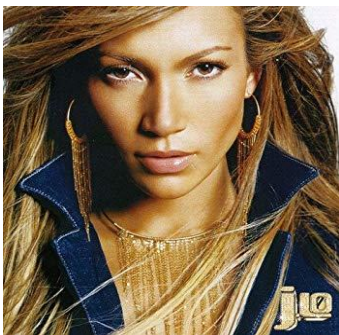


4. What is the Eka Karya Botanical Garden Like?
 - a. A kind
 - b. Useful
 - c. Unique
 - d. Harmony

5. “There, visitors can stroll through cool...” (paragraph 1)
What does the word mean?
 - a. Walk slowly
 - b. Examine carefully
 - c. Observe seriously
 - d. Stay temporarily

Listening III

Answer the questions 6-9



6. What is the picture about?
 - a. A successful actress
 - b. Jennifer Lopez
 - c. Jennifer Lopez’s sisters
 - d. Jennifer Lopez’s sisters

7. What does J.Lo do when she has a problem?
 - a. Sees her parents every weekend
 - b. Phones her parents
 - c. Meets her two sisters
 - d. Goes clubbing in New York

8. What is the main idea of paragraph four in audio visual?
 - a. J. Lo's typical working day
 - b. J. Lo's family relationship
 - c. J. Lo's lifestyle on her free days
 - d. J. Lo's activities in New York

9. "They get on very well together."
Who does the word refer to?
 - a. Adam Shankman and J.Lo
 - b. Her parent and her sisters
 - c. J. Lo and her sisters
 - d. Her parents and J. Lo

Listening IV

Answer the questions 10



10. What does the picture tell us about?
 - a. Bengawan Solo
 - b. Sangiran
 - c. Sragen
 - d. Central Java

Listening V

Answer the questions 11-13



11. What does the above picture tell about?

- a. The history of Kediri
- b. The famous products of Kediri
- c. The description of Kediri
- d. The people

12. Which one has a distinctive taste?

- a. The cigarette
- b. The special food
- c. The bean curd
- d. The highly nutritious food

13. "Those who do not work here ..." (last sentence). The word refers to

- a. The local people
- b. The factory workers
- c. The farmers
- d. The traders

Listening VI

Answer the questions 14-16



14. Masjid Sultan Suriansyah was constructed in the era of

- a. Banjar people
- b. Dutch colonial
- c. Kalimantan King
- d. Sultan Suriansyah

15. What is mainly discussed in the picture?

- a. A king reign
- b. A palace complex
- c. An Islamic location
- d. A historical mosque

16. From the picture we know that

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

Listening VII

Answer the questions 17-18



17. What makes Bale Kambang famous?

- a. Small rocky islands
- b. Long beautiful beach
- c. Huge waves of ocean
- d. Overseas cruisers

18. What is the main idea of the second paragraph in the picture?

- a. There are three rocky islands in Bale Kambang
- b. Huge waves frighten many overseas cruisers

- c. Names of rocky islands are taken from "wayang" figures
- d. The rocky islands are in the middle of the sea

Listening VIII

Answer the questions 19-20



19. What is the purpose of the picture?

- a. To persuade the readers to choose him in the election
- b. To entertain the readers about the story of Barack Obama
- c. To report the life of the president of United States of America
- d. To describe Barack Obama's physical appearance and personality

20. "... dark complexion, pointed nose, and oval face." The antonym of the word is

- a. Flat
- b. Short
- c. Straight
- d. Handsome

I. Assessment

NO	Criteria	Score
1	Correct answer	1
2	Wrong answer	0

$$S = \frac{R}{N} \times 100\%$$

S = the score

R = the number of correct answer

N = the number of test item

Key answer:

- | | |
|-------|-------|
| 1. C | 11. C |
| 2. C | 12. C |
| 3. A | 13. A |
| 4. C | 14. D |
| 5. A | 15. D |
| 6. B | 16. A |
| 7. B | 17. B |
| 8. C | 18. A |
| 9. C | 19. D |
| 10. C | 20. A |

Medan, september 2019

Known by,

Head Master SMP Asuhan Jaya Medan

English Teacher

(Mhd. Pratama Wirya , S.E)

(Nana Armayanti, S.Pd)

Researcher

(Siti Annisa)

APPENDIX 2

LESSON PLAN

Cycle II

School : SMP Asuhan Jaya Medan

Subject : English

Class : VIII / 1

Topic : Descriptive text

Time Allocation : 2 X 45 minutes

A. Core Competencies (KI)

KI 1 : Appreciate and live the teachings of the religion they hold

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

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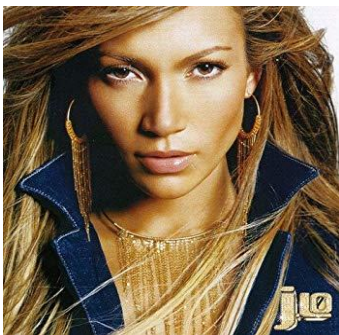


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What does the word mean?
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Answer the questions 6-9



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Listening IV

Answer the questions 10



10. What does the picture tell us about?
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Listening V

Answer the questions 11-13



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- b. The factory workers
- c. The farmers
- d. The traders

Listening VI

Answer the questions 14-16



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- a. Banjar people
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Listening VII

Answer the questions 17-18



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- b. Huge waves frighten many overseas cruisers

- c. Names of rocky islands are taken from "wayang" figures
- d. The rocky islands are in the middle of the sea

Listening VIII

Answer the questions 19-20



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- a. To persuade the readers to choose him in the election
- b. To entertain the readers about the story of Barack Obama
- c. To report the life of the president of United States of America
- d. To describe Barack Obama's physical appearance and personality

20. "... dark complexion, pointed nose, and oval face." The antonym of the word is

- a. Flat
- b. Short
- c. Straight
- d. Handsome

I. Assessment

NO	Criteria	Score
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2	Wrong answer	0

$$S = \frac{R}{N} \times 100\%$$

S = the score

R = the number of correct answer

N = the number of test item

Key answer:

- | | |
|-------|-------|
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| 2. C | 12. C |
| 3. A | 13. A |
| 4. C | 14. D |
| 5. A | 15. D |
| 6. B | 16. A |
| 7. B | 17. B |
| 8. C | 18. A |
| 9. C | 19. D |
| 10. C | 20. A |

Medan, september 2019

Known by,

Head Master SMP Asuhan Jaya Medan

English Teacher

(Mhd. Pratama Wirya , S.E)

(Nana Armayanti, S.Pd)

Researcher

(Siti Annisa)

APPENDIX 3

The Result of Students' Score for Pre-Test, Cycle I, And Cycle II

No	The Students' Initial	Pre Test (Orientation)	Post Test Cycle I	Post Test Cycle II
1	AD	30	60	80
2	GS	50	65	85
3	G	35	60	85
4	HI	40	65	80
5	HP	55	65	80
6	IA	40	55	95
7	JRS	55	75	90
8	KA	40	65	80
9	LP	75	80	95
10	MRP	70	75	85
11	MTA	35	70	90
12	MHI	45	75	85
13	MRS	40	65	80
14	MNI	35	65	80
15	MA	45	65	85
16	MRP	35	55	80
17	MN	35	65	85
18	MS	60	75	85
19	MI	60	80	95
20	MA	55	75	85
21	MRS	50	70	85
22	MF	60	75	90
23	NSW	40	70	80
24	NS	50	75	90
25	NRW	35	70	85
26	NA	60	70	90
27	N	35	65	80
28	DA	60	70	85
	Total	$\sum x = 1325$	$\sum x = 1920$	$\sum x = 2390$
	Mean	$\bar{x} = 47.32$	$\bar{x} = 68.57$	$\bar{x} = 85.35$

APPENDIX 4

Observation Sheet of Students' Activities in Learning Process

School : SMP ASUHAN JAYA MEDAN

Academic Year : 2019/2020

Class/Semester : VIII

Subject : English

Cycle : I

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1	AD	2	2	2	2
2	GS	2	2	3	3
3	G	3	3	3	3
4	HI	2	3	2	3
5	HP	2	2	1	2
6	IA	3	3	2	2
7	JRS	2	3	2	2
8	KA	2	1	1	1
9	LP	3	2	2	2
10	MRP	2	2	2	2
11	MTA	2	2	1	2
12	MHI	2	3	1	3
13	MRS	1	1	2	1
14	MNI	2	2	2	2
15	MA	1	2	1	2
16	MRP	2	2	1	1
17	MN	2	3	2	3
18	MS	2	3	2	2
19	MI	2	3	1	2
20	MA	2	2	2	1
21	MRS	2	2	1	2

22	MF	3	3	2	2
23	NSW	2	2	1	2
24	NS	2	3	1	3
25	NRW	2	2	1	1
26	NA	1	1	1	1
27	N	2	2	3	2
28	DA	2	2	2	2
Total Score		57	63	47	56
Percentage		75%	54%	46%	57%

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

No	Aspects of Observation	Percentage
1	Interest	75%
2	Attention	54%
3	Participation	46%
4	Presentation	57%
Means		58%

APPENDIX 5

Observation Sheet of Students' Activities in Learning Process

School : SMP ASUHAN JAYA MEDAN

Academic Year : 2019/2020

Class/Semester : VIII

Subject : English

Cycle : II

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1	AD	2	3	2	3
2	GS	2	3	3	4
3	G	4	4	4	4
4	HI	2	2	2	2
5	HP	3	4	3	3
6	IA	3	3	3	3
7	JRS	3	3	3	3
8	KA	3	2	3	2
9	LP	3	3	3	3
10	MRP	2	2	3	2
11	MTA	3	3	3	3
12	MHI	2	3	3	3
13	MRS	3	4	3	3
14	MNI	3	2	3	2
15	MA	3	3	3	3
16	MRP	2	2	3	2
17	MN	3	3	2	3
18	MS	3	3	3	3
19	MI	3	3	3	3
20	MA	2	3	3	3

21	MRS	3	3	3	3
22	MF	3	3	3	3
23	NSW	3	3	3	3
24	NS	3	2	3	3
25	NRW	3	2	2	2
26	NA	3	3	3	3
27	N	3	3	3	3
28	DA	3	3	3	4
Total Score		78	80	81	81
Percentage		75%	75%	86%	79%

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

No	Aspects of Observation	Percentage
1	Interest	75%
2	Attention	75%
3	Participation	86%
4	Presentation	79%
Means		79%

APPENDIX 10

DOCUMENTATION

1. DOING PRE-TEST



2. TREATMENT CYCLE I



3. THE STUDENT LISTEN THE TEST CYCLE I



4. TREATMENT CYCLE II



5. THE STUDENT LISTEN THE TEST CYCLE II



6. THE RESEARCHER EXPLAINS ANSWERING QUESTION OF LISTENING





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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

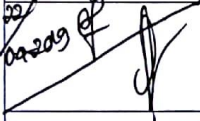

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Annisa
NPM : 1502050033
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK= 3,50

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Dictogloss Strategy on Students Ability in Listening Comprehension	
	The Implementation of Porpe Method by Booklet to Achieve Student's Reading Skill	
	Improving Student's Achievement in Writing Descriptive Text by the Application of Cooperative Learning Technique	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019
Hormat Pemohon,


Siti Annisa

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Siti Annisa
NPM : 1502050033
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Implementation of Dictogloss Strategy on Students' Ability in Listening Comprehension	26/3/19

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Rini Ekayati, SS, MA

Medan, 26 Maret 2019
Hormat Pemohon,

Siti Annisa



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini;

Nama Mahasiswa : Siti Annisa
NPM : 1502050033
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Dictogloss Strategy on Students' Ability
in Listening Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, SS, MA

Acc 4/03-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Maret 2019
Hormat Pemohon,

Siti Annisa

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2265 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Siti Annisa
N P M : 1502050035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Dictogloss Strategy on Students' Ability in Listening Comprehension.

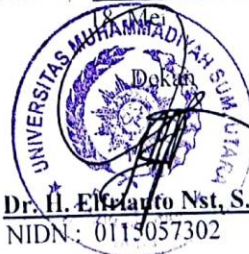
Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 13 Ramadhan 1440 H
2019 M



Dr. H. Elfaridto Nst, S.Pd, M.Pd.
NIDN: 0115057302

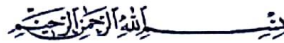
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:


Nama Lengkap : Siti Annisa
N.P.M : 1502050033
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Dictogloss Strategy to Improve Students' Ability in Listening Comprehension

Pada hari Jumat tanggal 23 bulan Agustus tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:


Dosen Pembahas


Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing


Rini Ekayati, SS, MA

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Siti Annisa
N.P.M : 1502050033
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Implementation of Dictogloss Strategy on Students' Ability
in Listening Comprehension

Menjadi:

The Implementation of Dictogloss Strategy to Improve Students' Ability
in Listening Comprehension

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Agustus 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Siti Annisa

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkIP.umsu.ac.id> E-mail: fkIP@umsu.ac.id

Nomor : 3739 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 03 Muharram 1441 H
03 September 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Asuhan Jaya Medan
di-
Tempat

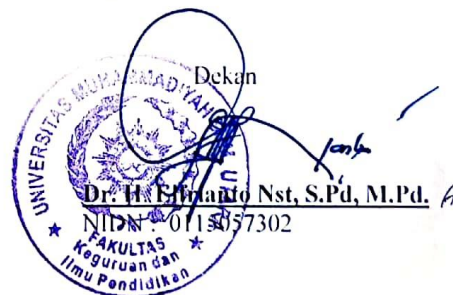
Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Siti Annisa
N P M : 1502050033
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Dictogloss Strategy to Improve Students' Ability in Listening Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



YAYASAN PERGURUAN ASUHAN
SMP ASUHAN JAYA

JL. KAYU PUTIH TG. MULIA HILIR KEC. MEDAN DELI
KODE POS 20241 TEL. (061) 6626084

SURAT KETERANGAN

Nomor :607 /SMP.AJ/2019

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Asuhan Jaya Medan menerangkan bahwa :

Nama : SITI ANNISA
NPM : 1502050033
Fakultas/Jurusan : Ilmu Pendidikan /Pendidikan Bahasa Inggris
Instansi : Universitas Muhammadiyah Sumatera Utara

Yang terdaftar di atas benar-benar telah melakukan Riset Di SMP Asuhan Jaya dengan judul skripsi “THE IMPLEMENTATION OF DICTOGLOSS STRATEGY TO IMPROVE STUDENTS ABILITY IN LISTENING COMPREHENSION”, terhitung dari tanggal 04 September s/d 20 September 2019 .

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebaik-baiknya.

Medan,21 September 2019

Kepala Sekolah SMP Asuhan Jaya



MUHAMMAD PRATAMA WIRYA,SE



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Unggul | Cerdas | Terpercaya

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Annisa
N.P.M : 1502050033
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Dictogloss Strategy on Students' Ability in Listening Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
08-07-2019	Revise : - Background of Study - Scope and limitation	
23-07-2019	Chapter II : Used authentic reference	
31-07-2019	Chapter III : - Research Design - Instrument of the research	
4-08-2019	Chapter IV - technique of Collecting Data - Technique of Data Analysis	
6-08-2019	Final Revision	
14-08-2019	Acc	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Agustus 2019

Dosen Pembimbing

(Rini Ekayati, S.S., M.A.)

APPENDIX 22

CURRICULUM VITAE

Name : Siti Annisa
Registered : 1502050033
Place/ date of birth : Medan,30 Desember 1996
Sex : Female
Religion : Moslem
Marital Status : Married
Nationally : Indonesia
Father's Name : Hadi Wijaya
Mother's Name : Nur Mala
Address : Bandar Khalipah jln. kapuk
Mobile Phone : 081264174321
Gmail : Sitiannisa1296@gmail.com

Education

1. Elementary School at SD NEGERI 104205 (2002-2008)
2. Junior High School at SMP SWASTA BUDISATRYA MEDAN (2008-2011)
3. Senior High School at SMA NEGERI 18 MEDAN (2011-2014)

Medan, 30 September 2019


Siti Annisa

1502050033