



**IMPROVING LISTENING MASTERY BY USING DICTOGLOSS
TECHNIQUE AT THE VIII GRADE STUDENTS OF
SMP NEGERI 2 BATANG ANGKOLA**

THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate of
Education (S.Pd.) in English*

Written by:

FITRI KHOIRUNNISAH
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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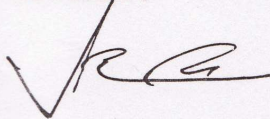
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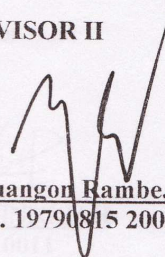
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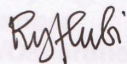
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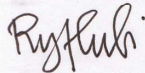
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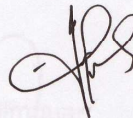


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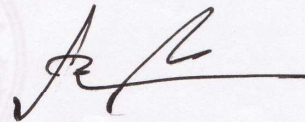
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At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis will be accepted gladly.

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Technique at The VIII Grade Students of SMP Negeri 2
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ABSTRACT

This research was done to solve the students' problems in listening English. The crucial problems that influence the students' listening were: students' listening achievement was low, students were passive in the class, students felt confused and difficult for doing their listening task. This research purposed to describe the improvement of listening mastery by using dictogloss technique at the VIII grade students of SMP Negeri 2 Batang Angkola and identified the factors that influence the improving listening mastery by using dictogloss technique at the VIII grade students of SMP Negeri 2 Batang Angkola

Related to the purposes of the study, the research design used in this study was action research. In this research, the researcher used two cycles and each cycle consisted of two meetings. The subject of the study was the students of class VIII-2 of SMP Negeri 2 Batang Angkola. in the academic year of 2017/2018. There were 24 students as the participant and also collaborated with English teacher. The data were collected by using techniques of observation note, interview, and test (test cycle 1 and test cycle 2). The researcher analyzed students' mean score and used t-test to know the significance improvement of students' listening mastery.

The research findings showed that the using of dictogloss technique could improve students' listening mastery included students were able to listen and doing listening task. Besides, the improvement of students' listening mastery can be seen from the improvement of the mean score of listening test in the first cycle was 58.95 (16.66%) and listening test in the second cycle was 74.79 (25%). Based on observation note stated the class situation also improved. The improvement of class situation included: Most of students were active and communicative during teaching and learning process and the students began more enthusiastic in listening class.

Keywords: *improving, listening mastery & dictogloss technique*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is one of the most important language skill in learning a language. It is receptive use of language, and since the goal is to make sense of the speech, the focus is the meaning rather than language. It means that language learning, initially, highly depends on listening skill. It provides aural input that serves as the basis for language acquisition and enables its learners to interact in spoken communication and continue to the next skill.

Listening is very important, as listening becomes one of four fundamental skill because listening is done by every person in daily life. More than 45% students spend their time for listening in communication and also spontaneously that received from several source.¹ So, able to listen it means that able to help another skill, they are: speaking, reading and writing.

There are several efforts for increasing teaching listening, are providing some facilities that used for listening lesson, they are: tape recorder, language library, loudspeaker, books, learning methods, standard minimum score, curriculum revision, additional lesson for student. Moreover, providing

¹Feyten C, *The Power of Listening Ability. An Overlooked Dimension in Language Acquisition.* (The Modern Language Journal. 1991), p.79

professional teachers in their fields especially in English teaching listening lesson.

However, the conditions that occur in the field for teaching listening is still poor because of many problems. Base on interview with Mrs, Masliani as the English teacher in SMP Negeri 2 Batang Angkola, she told that students feel unaccustomed to English voice so they feel confuse and difficult for doing their task. It is happened because the teacher really seldom uses sound recorder in listening English practice in class room and most of them use Batak language in daily activities.² So, they can not respond because of inexperience in listening English.

Base on the explanation above, there are several factors that influence to increase listening quality in learning, they are: accustoming students to hear English voice, giving exercise and assignment in listening test and lesson, and also teaching in suitable methods and technique.

One of the factors that has effect to students' listening ability is technique. Technique is the specific activities in teaching and learning process in the classroom.

There are some alternative for listening technique that available and applicable, there are many techniques that can improve students' listening

²Masliani, English Teacher SMP Negeri 2 Batang Angkola, *Private interview*. (August 03th , 2016 at 09.00 am)

ability, they are: whispering game, matching, filling gap and dictogloss technique.

Dictogloss technique 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. Vasiljevic mentions that as a technique for teaching listening, dictogloss has some advantages, such as dictogloss technique is an effective way of combining individual and group work so as to enable a wide access for peer learning and peer teaching to occur.³

Dictogloss technique is technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they have heard.

In view of discussion above, the researcher believe that the importance of conducting a Classroom Action Research which purpose is to solve the students' problem in listening ability at VIII grade of junior high school. The researcher is interested to choose the title *Improving Listening Mastery by Using Dictogloss Technique at the VIII Grade Students of SMP Negeri2 Batang Angkola*.

B. Identification of the Problem

Based on the title and background above, there were some problems when they were in listening activity, they were

³Vasiljevic.Z, *Dictoglossas an Interactive Method of Teaching Listening Comprehension to L2 Learners*.English Language Teaching (The Internet TESL Journal Vol.v, No.12:1999) , p.52

1. Students' achievement in listening was low. When the teacher taught lesson English to them by dictation, students feel confuse, they did not give their respond about the lesson.
2. The students could not understand the lesson that dictated by teacher. Because unequal condition class for listening lesson.
3. Students could not respond English lesson because of their inexperience in listening English, because most of them use Batak language in daily activities, so that they feel difficult for understanding English.

C. Limitation of the Problem

Base on identification above, the researcher focus on improving students in listening mastery. Then, the approach was focused by using dictogloss technique on listening mastery at the VIII grade students of SMP Negeri 2 Batang Angkola, it was impossible for the researcher to solve all the problems. This research limited on improving listening mastery by using dictogloss technique.

D. Formulation of the Problem

There are two formulation of the problem in this research, as follow :

1. Can dictogloss technique improve listening mastery at the VIII grade students' of SMP Negeri 2 Batang Angkola?
2. What were the factors which influence listening mastery at the VIII grade students' of SMP Negeri 2 Batang Angkola?

E. Purpose of the Research

There are two purposes of the research, as follow :

1. To describe the students achievement in listening mastery at the VIII grade students of SMP N 2 Batang Angkola.
2. To identify the factors which influence listening mastery at the VIII grade students of SMP N 2 Batang Angkola.

F. Definition of the Key Terms

To clarify the better understanding of study, the researcher defines several terms as follow:

1. Improving

Improving is a verb that has made something or became better.⁴

Then, improving is an act of enhancing or making better in terms of quality, value or usefulness.⁵ So, improving is going through better work to reach something, especially to improve student achievement in listening mastery.

2. Listening Mastery

Listening is meaning based. When a listener listens, he is normally doing for a purpose. It can be said a listener does not listen to the words,

⁴ A.S.Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2002), p.682

⁵ Cathy Allen Simon, accessed from <http://www.businessdictionary.com/definition/improve.html>, at October 13, 2016 retrieved on December 30th 2017 at 20.47 pm

but to the meaning behind the words.⁶ So, listening mastery is knowledge in understanding and comprehend of meaning, word, phrases, clues, sentence, sound, understand vocabulary, grammatical structures, stress, and intonation that people used and express in listening skill.

3. Dictogloss Technique

Dictogloss technique is the action of speaking so that somebody can write what one other says and interpreting something to produce information, such as meaning, idea, or topic of an object. Then, vasiljevic defines dictogloss is a classroom dictation activity where learners listen to passage, note down key words and then work together to create a reconstructed version of the text.⁷.

G. Significances of the Research

The result of this research is expected to be useful as :

1. The Headmaster

The result of this research is expected to encourage English teacher to use the best technique for improving students' listening ability at second grade of SMP Negeri 2 Batang Angkola

2. The English Teacher

The result of the research is expected to be useful for the teacher as information and as source in teaching and learning of listening with

⁶ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.24

⁷ Vasil Jevic.Z, *Dictoglossas an Interactive Method of Teaching Listening Comprehension to L2 Learners*.English Language Teaching (The Internet TESL Journal Vol.v, No.12:1999) , p.81

dictogloss technique, and teacher can implement the dictogloss technique to teach English after this research has been undertaken.

3. The Readers and Other researchers

The result of this research hopefully can help the readers or other researcher especially for the English students to increase the English student knowledge. Also expected to develop all information and knowledge for those who are interested in doing research related to this research and also as a reference.

H. Thesis Outline

The formation of this research could be divided into five chapters. Moreover, every chapter consisted of sub chapters with detail as follow:

Chapter I is introduction that consisted of background of the problem, identification of the problem, focus of the problems, definition of key terms, formulation of the problem, purpose of the research, and significances of the problem.

Chapter II is review or related literature that consisted of theoretical description, review of the related findings, conceptual framework, and hypothesis of the action.

Chapter III is research methodology that consisted of research design, location, of the research, participants of the research, instrument of collecting data, procedure of the classroom action research, and technique of analyzing data.

Chapter IV is result of the research that consisted of the findings/ data presentation, data discussion, and treats of the research.

Finally, Chapter V is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Listening

a. Definition of Listening

According to learning more English book for SMP, listening is understanding simple oral text for having interaction with others.¹ As Howatt and Dakin in Saricoban, listening is ability to understand what others are saying.² As Underwood defines listening is the activity of paying attention and trying to grasp the meaning of something we hear.³ Beside that, Margaret states that listening is an active process in which the listener plays every active part in constructing the overall message that is actually exchanged between the listener and speaker.⁴

From those definitions above, it can be concluded that listening is activity of paying attention, grasp and understand the simple oral text and meaning of something what others are saying and an active process in which listener plays every active part in constructing the overall message between the listener and speaker.

¹ Ai Siti Djamilah and Anwar Sofyanda, *Learning More English 2 for Grade VIII Junior High School*, (Bandung : Grafindo Media Pratama, 2015), p. Xi

²A.Saricoban, *Teaching English to Children*, (The Internet TESL Journal Vol.v, No.12:1999),p.1

³M. Underwood, *Teaching Listening*, (New York: Longman inc, 1985) p.5

⁴J. Margareth, *Teaching Listening and Speaking*, (New York : The Macmillan Company, 1988), p.19

b. Purpose of Listening

Listening provide to receive information by orally from speaker to listener. As Richard says that the purpose of listening is to help students for understanding the speakers' accent and grasp his meaning and intention.⁵ Beside that, listening purpose is to help students understand native english speakers, and also able to respond and interact with others.⁶

Base on the explanations above the aims of listening is able to understand, and find information by listening directly in text. In practice, students can make reconstruction a text to be new version base on what they have heard.

c. Type of Listening

According to L.S.P Nation and Jonathan Newton, there are two kinds of listening, as follow: one-way listening and two-way listening. The further explanation is:

1. One-way listening refers to typically associated with the transfer of information (transactional listening)
2. Two-way listening refers to typically associated with maintaining social relations (interactional listening).⁷

⁵Jack C.Richard and Willy A. Renandya, Methodology in Language Teaching Anthology of Current Practice, (Cambrige University Press, 2007), p.238

⁶H. Douglas Brown, Language Assessment, Principle and Classroom Practices, (San Fransisco State University, 2004), p.119

Those are able to distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening is associated by transmission of information that is with one way listening. This can be seen in the extensive use of monologue in older listening materials. While this is fine if we are relating primarily to listening in academic contexts. It fails to capture the richness and dynamics of listening as it occur in our everyday interaction (two way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.⁸ It could be concluded that listening comprehension is an act of information processing in which the listener is involved in two-way communication, or one-way communication. One-way communication means transmission of information, for example listening to the monologues. While, two way communication means understanding the richness and dynamic of the information that has been already listened, for example daily dialogues.

⁷ L.S.P. Nation and Jonathan Newton, *Teaching ESL/AFL listening and Speaking* (New York: Roudledge, 2009), p.40

⁸L.S.P. Nation and Jonathan Newton, *Ibid*

d. Process of Listening

There are three listening processes, as follows: bottom-up process, top-down process, and interactive process.⁹ The further explanation is:

1. Bottom-up process

The first model of listening to be developed is the bottom-up model. It is developed by researchers working in the 1940s and 1950s. According to the bottom-up model, listeners build understanding by starting with the smallest unit of the acoustic message: individual sounds, or phonemes. These are combined into words, which in turn, together make up phrases, clauses, and sentence. Finally, individual sentence is combined to create ideas and concepts and relation between them.¹⁰

2. Top-down Process

Top-down process involves the listeners in going from the whole, their prior knowledge and their content and rhetorical schemata, to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.¹¹

3. Interactive Process

Interactive process is the combination of top-down and bottom up process. For example, learners brainstorm certain vocabulary related to a topic of their lesson. In the process, they base their information on their knowledge of life (top-down information) as they generate vocabulary and sentence (bottom-up data). The result is a more integrated attempt at processing. The learners are activating their previous

⁹ Jhon Flowerdew and Lindsay Miller, *Second Language Listening*, (New York: Cambridge University Press, 2005), p.24

¹⁰ Jhon Flowerdew, *Ibid*

¹¹ L.S.P. Nation and Jonathan Newton, *Loc.Cit*

knowledge. These combination processes is called interactive processing.¹²

Base on explanation above, it could be concluded that bottom up process is understanding the meaning of individual sentence and combining them to create ideas. While top-down process is using listeners' background knowledge and confirming them with the parts of information that has been listened. The last, interactive process is combination between bottom-up and top-down process, the listeners use their knowledge, simultaneously they generate vocabularies, and sentences.

e. Procedures of Listening

Before going to discuss about the procedure of listening, firstly that must be known is the meaning of procedure. In Cambridge dictionary, procedure is a step that combines with other step to form something bigger and has a goal.¹³ While, according to Merriam Webster, procedure is one of the parts of something (such as a system or mixture), an important piece of something.¹⁴ So, procedure is some parts of ways or a unity parts that has a goal.

¹² David Nunan,, *Practical English Language Teaching*, (New York: McGraw Hill,2003), p.29

¹³*Dictionarie Online*. <http://dictionary.cambridge.org/dictionary/british/component> accessed at october 15 2016 retrieved on 19:36 pm

¹⁴Meriam Webster, *Dictionary* <http://www.merriam-webster.com/dictionary/component> accessed at october 15th 2016 on 19:55 pm

Base on definition above, the procedures of listening means some parts that unite each other to form listening process. Each of these parts has their own roles. Listening is composed of six procedures, they are :

1. Hearing : The physiological process of receiving sound and other stimuli
2. Attending : The conscious and unconscious process of focusing attention on external stimuli
3. Interpreting : The Process of decoding the symbols or behavior attended to
4. Evaluating : The process of deciding the value of the information to the receiver
5. Remembering : The process of placing the appropriate information into short-term or long-term storage.
6. Responding : The process of giving feedback to the source or other receivers.¹⁵

In conclusion, the procedures of listening is receiving sound, then it will focus on external stimuli. After that, the symbol of sounds will be decoded and the value of information is decided. Finally, the next component is remembering, the listeners try to remember the information that they have got before. The last is responding, it means that the listeners or the receivers give respond to the source or other listeners.

¹⁵Elcamino, Listening www.elcamino.edu/faculty/rwells/listening.ppt, accessed at October 15 th 2016 retrieved on 20:12 pm

f. Kinds of Listening

The meaning of kinds is different with components like has been explained before. Kinds here is a noun, it means a group with similar characteristics, or a particular type.¹⁶ It is also can be called as a group of people or things that belong together or have quality or a particular type or variety of person or thing. So, kinds of listening means a group or variety of listening with similar characteristics that belong together in mastering listening.

According Wolvin and Coakely, there are five kinds of listening, it will be explained in the following bellow :

1. Discriminative listening

Discriminative listening is to distinguish sound and visual stimuli. This objective does not take into account the meaning, instead the focus is largely on sound. In a basic level class this can be as simple as distinguishing gender of the speaker or the number of speakers.

2. Comprehensive listening

Comprehensive listening focus on understanding the message. However, the problem can come in the form of understanding depending on many factors (individual and social) students can end up understanding the same message in different ways.

3. Therapeutic listening

Therapeutic listening is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listeners allows somebody to talk through a problem. In this kind is very important in building good interpersonal relations.

4. Critical listening

¹⁶ Cambridge, "Cambridge Dictionaries Online"
(<http://dictionary.cambridge.org/us/dictionary/American-english/kind> accessed at October 24th 2016
retrieved on 09:07 Pm

Critical is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.

5. Appreciative listening

Appreciative listening is one of kind listening where the focus on enjoying what one listens. Here the students raised the point that when they listen to English music, even if they do not understand, they still enjoy there by challenging the nation of comprehensive listening.¹⁷

According Derrington and Groom, there are five kinds of listening, as follows:

1. Informative is consist of information retained by the learner
2. Appreciative is listen according to his style and feels pleasure
3. Critical is base on retaining information and analyzing it deeply
4. Discriminative is identifies emotions and inference
5. Emphatic is consist on nonverbal behaviour of the listener that attending to what is said.¹⁸

Base on the kinds of listening above, it can concluded that many kinds of listening, they are discriminative listening, comprehensive listening, therapeutic listening, critical listening, appreciative listening, informative listening, critical listening, and emphatic listening. But in this research, not all the kinds severate with it, so researchert chooses the comprehensive listening that severate with this research.

¹⁷ Ortrun Zuber, <http://www.aessweb.com/journals/5007> accesses at October 24th 2016
retrieved on 06:03 pm

¹⁸. Derrington and Groom, <http://ejournal.radenintan.ac.id/index.php/ENGEDU> accesses at
October 24th 2016 retrieved on 06:20 pm

g. Difficulties of Listening

There are a number of special characteristics of spoken language need to be taken into consideration that can make listening process difficulties. They are :

1. Clustering

Clustering means how the listeners can break down speech into the smaller groups of words. Sometimes second language learners will try to retain overly long constituent (a whole sentence or several sentences) or they will err in other direction for trying to attend to every words in an utterance. So, in teaching listening comprehension, therefore teachers need to help students to pick up manageable clusters of words.¹⁹

2. Redundancy

Spoken language, unlike most written language that has good deal of redundancy. The redundancy may consist of rephrasings, repetitions, elaborations, and little insertions. Redundancy helps the listener to process meaning by offering more time and extra information. Students can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy. In other side, students might initially get confused but with some training, they can learn to take advantage of redundancies as well as other markers that provide more processing time.²⁰

3. Reduced forms

Reduction can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contractions like “I’ll), syntactic (elliptical forms like “when will you be back?” “tomorrow, may be”), or pragmatic (phone rings in a house, “Mom! Phone!”).these reductions pose significant

¹⁹ Abbas Pourhossein, *A study of Factors Affective EFL Learners’ English Listening Comprehension and Strategies for Improvement. Journal of Language Teaching and Research*, Vol 2 No.5 accessed on Sunday, 04-02-2018.

²⁰ Abbas Pourhossein, *Ibid*

difficulties especially to classroom of students who may have initially been exposed to the full forms of the English language.²¹

4. Performance variable

In spoken language, except for planned discourse (speeches, lectures, etc), hesitations, false starts, pause, ungrammatical forms, and corrections are common. Students have to train themselves to listen for meaning in the midst of all distracting performance variables.²²

5. Colloquial Language

Students who have been exposed to standard written English and language sometime find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.²³

6. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spiling out between stress points. Also, intonation patterns are very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc²⁴.

7. Interaction

To learn listening is also to learn to respond and to continue a chain of listening and responding. Classroom techniques that include listening components must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners (inconversation) are good responders. They know how to negotiate meaning, to give feedback, to ask for clarification, to maintain a topic, so that the process of

²¹ Wilson Tucker, *How to Learn English For Beginner*, www.ccsenet.org/journal accessed on 04-02-2018

²² Wilson Tucker, *Ibid*

²³ Jacob. G, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, *The Reading Matrix*. Vol.3 No. 1 2003

²⁴ Jacob. G, *Ibid*

comprehending can be complete rather than being aborted by insufficient interaction.²⁵

It could be concluded that the characteristic of spoken language itself can make difficulties in listening. They are clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. So, as good listeners we must know all characters and understand each of them.

2. Dictogloss technique

a. Definition of Dictogloss Technique

The term “Dictogloss” is derived from the “dicto” or “dictation”. The action of speaking so that somebody can write what one says and “gloss” is a way of explaining or interpreting something.²⁶ 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. Vasiljevic stated that dictogloss also give opportunities for students to learn something new from their group because every person in group has different skill.²⁷

²⁵ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, incEnglewoods Cliffs) p.238

²⁶ Oxford Advanced Learners’s Dictionary, 1995

²⁷ Vasiljevic.Z, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*.English Language Teaching (The Internet TESL Journal Vol.v, No.12:1999) , p.54

Base on the definition, it can be concluded that dictogloss technique is a process of explaining or interpreting spoken language.

b. Purpose of Dictogloss Technique

The purpose of dictogloss technique is to exercise students for finding information by listening. According to Buck, dictation is able to make students interpretate a text, they also must have knowledge language system, such as phonology, syntax, and semantic.²⁸ Beside that, Mewald, Gasner and Siggot says that there are two purposes of dictogloss technique, they are :

1. Dictation for comprehending implicit meaning. It means that information given directly in a text.
2. Dictation for knowing explicit meaning. It means that information which given indirectly, it needs to under study.²⁹

For the explanation above, it can be concluded that dictogloss technique is for finding information by listening directly in a text. In practice, students can make reconstruction a text to be new version base on what they have heard.

c. Procedure of Dictogloss Technique

There are several procedures of dictogloss technique, they are : preparation, dictation, reconstruction, analysis and correction.³⁰

²⁸ G. Buck , *Assesing Listening*, (Cambridge : Cambridge University Press, 2001)

²⁹ C. Mewald, O.Gassner, and G.Siggot, *Testing Listening Specification for the E8-Standard Listening Test, Technical Report 3*. Link : <http://www.uni-klu.ac.at/itc/download/LTCTechnicalReport3.pdf> accessed at october 24th 2016 retrieved on 10.13 pm

1. Preparation

The researcher grouped the students into several groups, the researcher introduced each topic by preparing comprehensions for each text.³¹

2. Dictation

At the time, researcher could play for one more time and the students should have more than one time in listening before answering the comprehension question and stating their general feeling about the listening.³²

3. Reconstructing

The text were played for once, after listening to the text, the students discussed in order to reconstruct the text in their own words. All students participated actively in their group. As they finished reconstructing their text, the students in their own group were in turn reading their reconstructed text.³³

4. Analysis and correction

The researcher asked one student from each group to read the reconstructed text aloud. The researcher then asked any students to give any comments to the reconstructed text. None of the students

³⁰ Nurul Puspita, *Enhancing Students' Listening Skill Through Dictogloss*, (Lampung : 2016), Journal, p.52 link:<http://ejournal.radenintan.ac.id/index.php/ENGEDU>

³¹ Nurul Puspita, *Ibid*

³² <http://www.uni-klu.ac.at/itc/download/LTCTechnicalReport3.pdf> accessed at october 24th 2016 retrieved on 10.13 pm

³³ *Ibid*

give comments, the researcher then explained that all groups performed well in reconstruction text.³⁴

From the explanations above, it can be concluded that procedure of dictogloss technique are preparation, dictation, reconstructing, analysis and correction. They have united relation in dictation activity, because the first until the last, there is interruption inside.

d. Advantages of Implementing Dictogloss Technique

The implementation of dictogloss technique offers several advantages for the students.

1. Dictogloss technique has a clear task as an output of the learning activity. The students are asked to write a reconstruction text based on their fragmentary notes from the dictation stage. By having the task, the students are promoted to involve activity in the learning process.
2. Dictogloss technique combines bottom up and top down processing. It enables the teacher to apply bottom up processing in the vocabulary preparation. Similarly, it lets the students recall their knowledge about the topic to help them understand the text (top down processing) in topical warm up because up and top down processing are also required in the reconstruction stage after the students listen the text.
3. The implementation of dictogloss technique uniquely combines teaching listening and self assessment. In analysis and correction stage, the students will see how well they have done, they will check their text and see where they have done well and what they need to improve by analyzing their mistakes.³⁵

³⁴ Jacob, G, *Combining Dictogloss and Cooperative Learning to Promote Language Learning, The Reading Matrix*. Vol.3 No. 1 2003

³⁵ P.Thornton, *Cooperative Learning*, (Japan : JALT Applied Material, 1999) p. 95-105

e. Disadvantages of Implementing Dictogloss Technique

The implementation of dictogloss technique offers several disadvantages for the students.

1. Dictogloss has a very long procedure and need much time to apply perfectly in the teaching and learning process
2. Dictogloss is not as affective for lower level learners
3. Dictogloss just gives short-term memory not long term memory.³⁶

B. Review of The Related Findings

Actually, there are some researchers related to this research. Some of researchers had done research about students' Listening Comprehension. The first, In the Fitri Wulandari's script, this research she found that students listening achievement can improve. It is proven base on calculation result was gotten mean score cycle 1 was 3.8, cycle 2 was 5.5 , and cycle 3 was 6.5.³⁷

The second, researcher in Eka Juwita Arief's script, she found that dictogloss technique can improve the listening ability, it is proven base on calculation result was gotten mean score.³⁸

The last, researcher's name Anwar Adam, in his script's, it was conclude that dictogloss can improve students' listening mastery in mean score in first cycle test was 62 become 75 in second cycle.³⁹

³⁶ www.ccsenet.org/journal , *journal of Language Teaching and research* vol. 3, No 4, p. 599-607.

³⁷ Fitri Wulandari, *Improving Students Listening Ability Using Spot The Dictogloss Technique* (Surakarta : UNS, 2011) p.41

³⁸ Eka Juwita Arif, *The Use of Dictogloss Technique in Teaching A Hortatory Exposition Text At Senior High School* (Padang : UNP, 2010) p. 56

³⁹ Anwar Adam, "Improving Students' Listening Comprehension of SMA Negeri 2 Luwuk Through Adapting Dictogloss" (Tadulako : Universitas Tadulako) , p. 51

So that, from the description above, the researcher concluded that many technique can increase the students' listening ability. Next, the researcher hopes that using dictogloss technique can increase the students' listening ability. So that the researcher was interested to make the research about improving students' listening ability by using dictogloss technique at second grade students of SMP N 2 Batang Angkola

C. Conceptual Framework

The successful of listening ability depends on many factors. One of them is how the teacher teaches English to the students, and how the teacher chooses the suitable technique to teach listening. The suitable technique is very important to teach listening. In teaching listening, many problems that occur on students such as students' achievement in listening is poor and students cannot understand the lesson that dictated by teacher and also students cannot respond English lesson. Therefore, the strategy or technique that can be used to solve the problems is dictogloss technique. This technique is an interactive technique of teaching listening, because this technique trains students to listen, understand, interpret, and respond the given information.

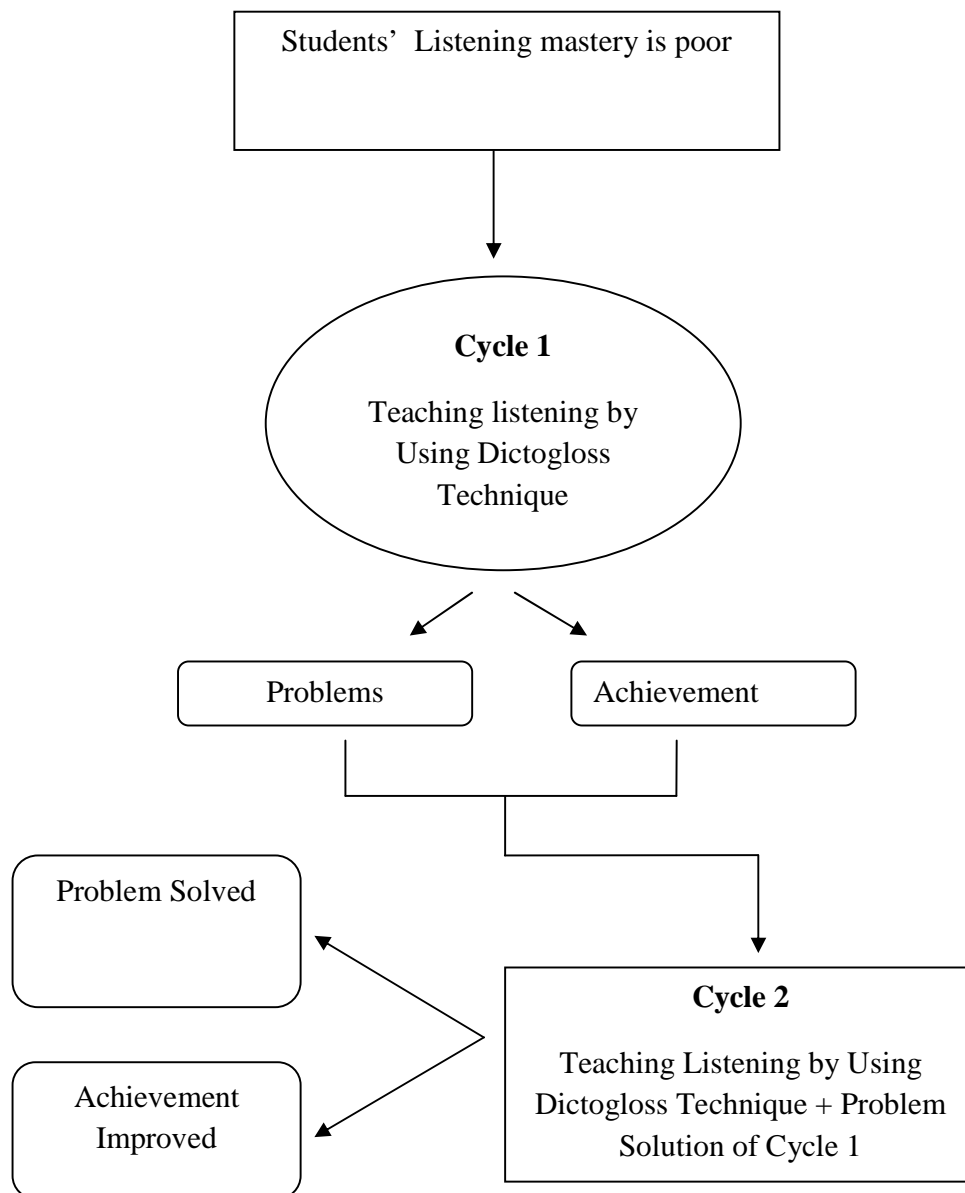


Figure 1.1 Conceptual Framework

D. Hypothesis of The Action

According to Suharsimi Arikunto, “ hypothesis is a provisional answer of result problem in research”⁴⁰. Meanwhile, according to L.R Gay Peter Airasian, “ Hypothesis is tentative prediction resolve of the research finding”⁴¹.

So, the hypothesis is needed to show the researcher thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that dictogloss technique can improve students’ listening mastery at second grade students of SMP N 2 BatangAngkola.

⁴⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006),p.71.

⁴¹L.R Gay Peter and Asian, *Educational Research For Analysis an Application*, (America : Prentice Hall, 1992), p. 71

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

The location of the research is at SMP Negeri 2 Batang Angkola. It is located on Jl. Mandailing No.2 Benteng Huraba.

This research conduct in academic year 2017/2018. The time of this research has been doing from October 2016 until 24 May 2018.

B. Research Design

This research has a purpose to improve students' listening ability by using dictogloss technique; it is called Classroom Action Research (CAR). According to Elliot in Wina Sanjaya says that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.¹ Additionally, Anne Burns says that Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context.²

Rochiati Wiriaattmadja says that classroom action research is a research which combines the procedure in substantive action as inquiry discipline, or someone's effort to understand what happening is in the process

¹ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: kencana, 2009), p.25

² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2

of improving and changing. ³ classroom action research is part of a broad movement that has been going on in education generally for some time. Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best model as it summaries very succinctly the essential steps of the classroom action research process.

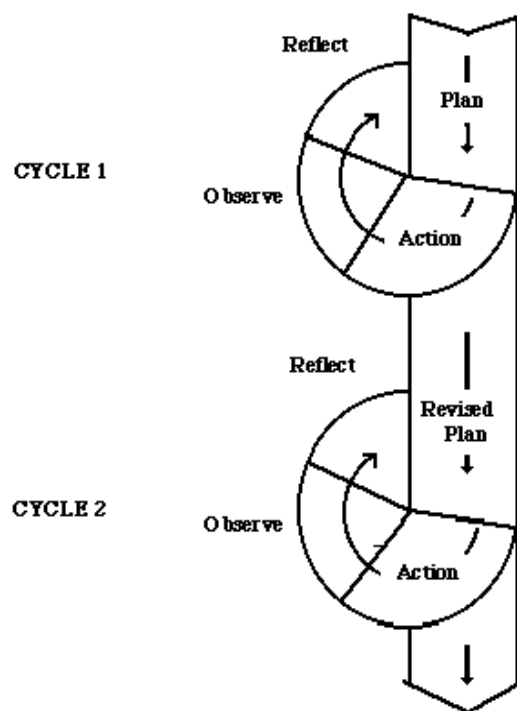


Figure 2 : Action Research Spiral by Kemmis and Taggart In Anne Burns⁴

³ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p.11

⁴ Anne Burns, *Doing Action Research in English Language Teaching* (New York : Routledge, 2010), p.9

C. Participants

The participants in this research are students at grade VIII-A SMP Negeri 2 Batang, Angkola, second semester in academic year 2016/2017 SMP Negeri 2 Batang Angkola. It consisted of 24 students. This class was chosen because the writer found the problems of listening in this class. Then, there is also collaboration with an English teacher, Mrs. Asmidar Masliani as an English teacher of SMP Negeri 2 Batang Angkola.

D. Instrument of Collecting Data

Instrument of collecting data is very important to support every research. Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research, the researcher used three instruments of collecting data, as follow :

1. Test

Instrument of collecting data is very important to support every research. Test is used to know the ability of students where it is sequence of question, or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defines test as a method of measuring a person's ability, knowledge or performance in given domain.⁵ The researcher uses listening test type is essay test as monologue to test students' listening ability. The test consist of 20 questions in this research.

⁵ H. Douglas Brown, *Language Assessment*, (San Francisco: Longman, 2004), p.3

2. Observation

Observation is used to observe the students' problem, the all students' action that has bad impact to them, especially students' problem in listening. For example they can not understand the lesson that dictated by teacher, they do not give their respond about the lesson, they do not do their English listening task. So, observation is also used to get information about phenomenon that occurs in the classroom by doing observation and recording toward visible phenomenon systematically.

The researcher observed the learning-teaching activities in the classroom, the students' activities and teacher's activities during the teaching learning process, and the factors which influences the teaching n learning process in listening by using dictogloss technique. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the researcher used observation tyoe field notes; because it was a simple form and the data are not counted but using note to describe what happened in the classroom.⁶

⁶ Anne Burns, *Op Cit*, p.67

3. Interview

The researcher will interview the teacher and students about students' problem in English subject. In addition, researcher also interviews the teacher about the effort in applying technique and how the students' condition while the teaching technique is applied. This interview is one of the technique of collecting data.

E. Procedures of Classroom Action Research

This action research followed the model of Hopkins. It was a famous representation of the research "spiral" that contained four stages; planning, acting, observing and reflecting.

In this research the researcher applied two cycles. Every cycle consist of two meetings. Each meeting consists of 90 minutes. So, there are four meetings during research process. Moreover, every meeting consisted of four steps of classroom action research (CAR), such as planning, action, observation, and reflection. The explanation activities in teaching listening ability by using dictogloss technique at second grade, especially VIII-2 SMP Negeri 2 Batang Angkola.

1. Cycle I

The first cycle is conducted for two meetings. Every meeting will be done for ninety minutes. So, three meeting is done for 4 x 45 minutes or one hundred and eighty minutes. Researcher will make the activities and

give the process of improvement students' listening mastery in the first cycle as follow:

a. Planning

In this research planned and designed activities of interview activity that would be used to solve the students' problem in listening ability. Researcher's planning was in the following:

1. Making lesson plan that consist of the steps of action
2. Preparing scale for testing
3. Preparing observation note sheet of students' activity in teaching learning process for teacher
4. Preparing list of interview to the students
5. Designing procedure of the teaching listening bu using dictogloss technique.

b. Acting

The first cycle applied in two meetings. In this cycle, the researcher applied dictogloss technique in teaching listening. Activities of every meeting are:

1. The First Meeting

The action of the first meeting as below:

- a. Teacher opened the class; giving greeting to the students, ordering them to pray to the God before starting learning, and checking the students' attendance list

- b. Teacher explained the purpose of the dictogloss technique to improve their listening skill.
- c. Teacher clarified the dictation activity in order to be followed when activity of dictation
- d. Teacher introduced the material of learning process
- e. Teacher explained the procedure of learning by using dictogloss technique:
 - 1. Teacher told the learning objectives by using dictogloss technique.
 - 2. Teacher explained language context that targeted; the topic of dictation and genre that used in learning and teaching activity. The topic of dictation in the first cycle is about describing thing.
 - 3. Teacher divided the students into eleven groups and every group consist of two people.
 - 4. Teacher give the student' roles base on the topic
 - 5. Teacher give worksheet of test to the students.
 - 6. Teacher explain about the worksheet
 - 7. When the dictation activity is happening, the teacher give attention to students' activity. Moved around in the classroom, help the students who needs help without

disturbance. Observed the classroom, and evaluated the listening mastery.

8. After finishing for doing dictation, the teacher asked the students to tell result of performance (dictation result on the test) and evaluate students' listening mastery.
9. After finishing the activity, the teacher asked what they felt within the dictation activity.
10. Teacher discussed about the activity for the next meeting.
11. Teacher gave conclusion
12. Teacher closed the class.

2. The Second Meeting

The second meeting was used for dictation activity base on the determined of dictation list as below:

1. Teacher opened the class ; giving greetings to the students, ordering them to pray to the God for starting learning, and checking the students' attendance list
2. After knowing the student' achievement in the first meeting and the second meeting, the teacher ask the students' activity.
3. Teacher interviewed their difficulties and their problems when listen in dictation activity.
4. Teacher interviewed them about their problems in listening lesson.

5. Teacher use the lattes time to motivate them
6. Teacher discuss about the activity and the topic of dictation in the first cycle.
7. Teacher close the class

c. Observing

Observation is done during the action. In the observation, teacher used field note and observer used indicator checklist to observe the teaching technique. From observation note sheet of students' activity in teaching learning process. Seven students still made noisy in the classroom, fours students went permission, and the three students walk around. Furthermore, the students still had problems in accent, grammar, vocabulary, and comprehension.

For the teacher, base on observation in indicator list of teacher's physic appearance and written; teacher dress cleanly, and neatly, stood and face to students, was energy and enthusiasm, wrote and explained integrated, wrote nicely, and reliably, and had certain sequence system.

Base on the observation in indicator list of teachers' sound and classroom management; teacher spoke audible sound, intelligibly, fluently, clear, and neatness control. But, the teacher didn't control class noise and arrangement of class formation was too narrow and less effective.

Base on observation in indicator list of teachers' material; teacher explained the learning objectives, explained the learning benefit, explanation was relevant to objectives and procedures, explanation was brief presentation, and explanation was detail and united explanation, but the teacher did not relate to students' experience

Base on the observation in indicator list of teacher's procedure; teacher explained learning objective that targeted, explained language context that targeted, drawn seat formation, divided students into some groups, gave worksheet, and tasked the students to do interview activity. But arrangement of students' seat formation was too narrow and less effective that gave students opportunity to make noisy and to walk around purposely to ask the other students.

Base on the observation, in indicator list of teacher's reinforcement and interaction with students; teacher gave group performance reward, gave stimulating students' responses, gave stimulating students' question, and gave responding students' question, but teacher did not give individual performance reward and celebration.

d. Reflecting

Base on the observation note sheet and indicator list of teacher, teacher ability in taught listening by using dictogloss technique was improved. The teacher was able to motivate the students about listening ability and to attract the students interested by using dictogloss technique.

Base on the observation note sheet of the students, students were more active in their group of dictation activity. They did task cooperatively. Having checked the students listening test, researcher found that the students score show improvement. The activities in the second cycle had improved students' speaking ability.

Test score had shown the students' listening score in each cycle. Based on the result, there had been found improvement on students' listening ability in the first to the second cycle. By using dictogloss technique students' listening ability improved.

F. The Technique of Analyzing Data

In technique of analyzing data, the researcher used quantitative and qualitative data. Quantitative data were used to analyze the score of students. The qualitative data was collected and analyzed by computing the score of listening test. To know the means of students' score and student' percentage of each cycle based on the school criteria complete study students minimum (KKM) is 75.

Qualitative data was used to describe the situation of teaching process. It involved preparing the data analysis conducting different analysis. Moving deeper into understanding the data, representing the data. The qualitative data was analyzed from observation sheet. In qualitative research, there were six steps as suggested by Creswell as in the following.⁷

First, organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Second, read through all the data. This was done by obtaining a general sense of the information, and reflecting on its overall meaning.

Third, began detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories and labeling those with a term (a term based in the actual language of the participant).

Fourth, used the coding process to generic a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes, then researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

⁷ John W.Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*,(USA: Sage Publication, 2003), p.190-195

Fifth, advanced how the description and themes were represented in the qualitative. This might be discussion that mentions a chronology of events, the detailed discussion of several themes or inter connecting themes. Researcher used visual or figure to convey descriptive information about participants in a table.

Sixth, made interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

To know the means score of the students' for each cycle, the researcher applied the following formula:⁸

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

Explanation

M : the mean of the students

$\sum X$: the total score

N : the number of the students

⁸ Hartono, Statistik: *Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p.30

Moreover, to count the percentage of students through dictogloss technique, the researcher used the formula as follow:

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

Explanation:

P : the percentage of students who get the score 75

R : the number of students who get the score 75

T : total number of students do test

After calculating and scoring students' answer sheet them, their score were consulted the classification quality on the table below:⁹

Table 4. Clarification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81 - 100%	Very Good

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:¹⁰

⁹ Riduwan, *Belajar Mudah Penelitian Untuk Guru –Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p.89

¹⁰ Riduan, Ibid

- a. If the score of mean score 81-100%, it can be categorized into very high
- b. If the score of mean score 61-80%, it can be categorized into high
- c. If the score of mean score 41-60%, it can be categorized into enough
- d. If the score of mean score 21-40%, it can be categorized into low
- e. If the score of mean score 0-20%, it can be categorized into very low

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presented the findings/ the data presentation, the data discussion, and threads of the research.

A. Findings/ Data Presentation

1. Students' Achievement

Researcher divided this action research into two cycles. Each cycle consisted of four stages; namely plan, action, observation, and reflection. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2.

a. Cycle 1

1) Learning Process of Cycle 1

In the beginning of students' learning process, researcher and the English teacher came to the class. The English teacher took a sheet and gave the researcher a chance to handle the class. Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning process run chronologically. Researcher would describe the learning process and the activity of teacher in cycle 1. There were five criterias of teaching learning process for every cycle especially in cycle 1. They were the teachers' physic appearance and written, teachers' sound and classroom

management, teachers' activity in explaining material, teachers' procedure, and teachers' reinforcement and interaction with students.

a) Teachers' physical appearance and written

Teachers' physical appearance and written were unperfect. Firstly, teacher dressed cleanly and neatly. It meant teacher wear broken white colour dress, soft brown veil, and batik skirt. Secondly, teacher stood and wrote face to students. Thirdly, teacher taught learning energetically and enthusiastically. It meant teacher came to the class on time. Fourthly, teacher wrote and explained integratedly. Fifthly, teachers' writing was nice and readable. It meant teachers' writing was nice and readable because not too big and not too small. Last, teacher had certain sequence system. It meant teacher taught to students sistematically. But, the teachers' writing could not be read from the all roomside because the teachers' writing was too small.

b) Teachers' sound and classroom management

Teachers' sound and classroom management have not been achieved. Firstly, teachers' sound was audible. It meant teachers' sound can hear in the whole classroom clearly. Secondly, teacher talked intelligibly. It meant teacher talked not too past and not too low, so that students could understand the teachers' explanations. Thirdly, teacher checked the classroom condition and if there was

rubbish the teacher ordered the students threw it. Lastly, teacher helped students to arrange the seats based on group formation. But teacher did not control the class. It meant students made noisy in the class that made teaching and learning process less effective.

c) Teachers' activity in explaining material.

Teacher explained the material was good. Firstly, teacher explained the learning objectives. It meant teacher explained the aims of learning topic, the material that would be taught by the teacher about "Describing Picture about Things". Secondly, teacher explained the learning benefit. It meant teacher explained the benefit of learning by dictogloss technique to students. Thirdly, teachers' explanation was relevant to objective and procedure. It meant explanation of teacher was appropriate with the objective and procedure of learning such as arranged the seat formation, explained the purpose of learning and the topic that will be discussed, gave the instructions and questions, and also asked students to discuss and performed in front of the class. Fourthly, teachers' explanation was brief presentation. It meant all explanations were explained by teacher briefly, simple but clearly. Lastly, teachers' explanation was detail and united explanation but, the teacher did not relate the explanation with the students' life story or experience.

d) Teachers' procedure.

Teacher did all activities of procedures well:

1. Teacher arranged the seat formation. It meant teacher drew the seat formation in the white board and arranged the seat formation into the pear groups.
2. Teacher told the purpose of teaching learning process to students by using dictogloss technique. It meant the purposes were to make students able to understand for listening English especially in text.
3. Teacher explained the topic that would be discussed by the students in dictation activity. The topic was about "Describing thing". (It can be looked in Appendix I for Lesson Plan Cycle 1).
4. Teacher gave the instructions to students about the dictation activity. It meant teacher asked students in group formation, and she play audio for several times in listening before answering the question.
5. Teacher gave time to students for filling and reconstructing the text. It means the text were played more than once after listening, teacher let the students to discuss and reconstruct text in their own words base on they had heard.

6. Teacher asked students to tell the result of discussion. It means, after reconstructing text had finished, teacher let them to read their result by one of each member's groups in front of the class and asked them to give any comments.
 7. Teacher explained that all groups performed well in reconstruction text and gave conclusion
 8. Teacher closing the class
- e) Teachers' reinforcement and interaction with students.

Teachers' reinforcement and interaction with students were less perfect. Firstly, teacher did individual performance reward. It meant teacher gave applause to students as the reward. Secondly, teacher stimulated students' responses. It meant teacher gave feedback to what students say and do in teaching and learning process. Thirdly, teachers stimulated students' questions. It meant after the teacher taught the learning material, the teacher asked students with given a question that related to the learning material or related to their comprehension or to the activity of learning process. Lastly, teacher responded student's questions. It meant teacher answered the students' questions. But teacher did not do the group performance reward or celebration. Even though reward was important to make students motivated, interested, enthusiasm in following learning activity. After the dictation activity was done,

the teacher gave a student reward for the best performance and had a high score group among all groups so that they felt pleasant and happy to learn the material for the next meeting.

2) Students' listening score of cycle 1

After doing the test, the researcher had analyzed students' achievement based on dictation technique activity. The researcher had found the students' listening mastery scores in the first cycle as the following table below:

Table 5. Students' listening Score in the First Cycle¹

No	Name	Correct Answer	Total of Questions	$\frac{\text{Students' Score X 100}}{\text{Total of Question}}$
1.	AR	16	20	80
2.	AU	10	20	50
3.	AM	11	20	55
4.	AH	12	20	60
5.	DNA	12	20	60
6.	JP	10	20	50
7.	MR	13	20	65
8.	MM	16	20	80
9.	NS	5	20	45
10.	NHal	16	20	80
11.	NHan	16	20	80

¹Approved by co-teacher (Masliani, S.Pd) and the observer

12.	RB	11	20	55
13.	RF	13	20	65
14.	RA	13	20	65
15.	RR	8	20	40
16.	RK	8	20	40
17.	RH	10	20	50
18.	RI	12	20	60
19.	SH	12	20	60
20.	SA	5	20	45
21.	SR	10	20	50
22.	SW	12	20	60
23.	WA	12	20	60
24.	RP	12	20	60
Total Score				1415
Mean				58.95
Percentage				16.66%

**The students who passed the passing grade (75) in the first cycle.*

From above table and chart, it could be concluded that students' achievement in listening was very low. In cycle 1, there were only four students passed the passing grade (75), they are AR, MM, NHal and NHan.. From the above table, the mean score of students in cycle 1 was 58.95 and the percentage of students' mean score was about 16.66%. It meant that this test result could not fulfill

of the criteria of success. It did not show improvement. So, the researcher would continue to cycle 2.

b. Cycle 2

1) Learning Process of Cycle 2

Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning process run chronologically. Researcher would describe the learning process and the activity of teacher in cycle 2. There were five criterias of teaching learning process for every cycle especially in cycle 2. They were the teachers' physic appearance and written, teachers' sound and classroom management, teachers' activity in explaining material, teachers' procedure, and teachers' reinforcement and interaction with students.

a) Teachers' physical appearance and written

Teachers' physical appearance and written has been perfected. Firstly, teacher dressed cleanly and neatly. It meant teacher wear blemish color dress, grey veil and pink skirt. Secondly, teacher stood and wrote face to students. Thirdly, teacher taught learning energetically and enthusiastically. It meant teacher came to the class on time. Fourthly, teacher wrote and explained integratedly. Fifthly, teachers' writing was nice and readable. It meant teachers' writing was nice and readable because

not too big and not too small. So, teachers' writing was read from the all room side. Lastly, teacher had certain sequence system. It meant teacher taught to students systematically.

b) Teachers' sound and classroom management

Teachers' sound and classroom management has been achieved. Firstly, teachers' sound was audible. It meant teachers' sound can hear in the whole classroom clearly. Secondly, teacher talked intelligibly. It meant teacher talked not too past and not too low, so that students could understand the teachers' explanations. Thirdly, teacher talked fluently. It meant teacher spoke fluently and clearly word by word. Fourthly, teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it. Lastly, teacher helped students to arrange the seats based on the dictogloss formation. It meant teacher drew the seat formation in the white board, then divided students into the pear group, then teacher has controlled the class so that it made teaching and learning process effectively.

c) Teachers' activity in explaining material.

Teacher explained the material has been complete. Firstly, teacher explained the learning objectives. It meant teacher explained the aims of learning topic, the material that would be taught by the teacher about "Describing thing". Secondly, teacher

explained the learning benefit. It meant teacher explained the benefit of learning by dictogloss technique to students. Thirdly, teachers' explanation was relevant to objective and procedure. It meant explanation of teacher was appropriate with the objective and procedure of learning such as arranged the seat formation, explained the purpose of learning and the topic that will be discussed, gave the instructions and questions, and also asked students to discuss and performed in front of the class. Fourthly, teachers' explanation was brief presentation. It meant all explanations were explained by teacher briefly, simple but clearly. Fifthly, the teachers' explanation has related with the students' life story or experience. Lastly, teachers' explanation was detail and united explanation.

d) Teachers' procedure.

Teacher did all activities of procedures well:

1. Teacher arranged the seat formation. It meant teacher drew the seat formation in the white board and arranged the seat formation into the pear groups.
2. Teacher told the purpose of teaching learning process to students by using dictogloss technique. It meant the purposes were to make students able to understand for listening English especially in text.

3. Teacher explained the topic that will be discussed by the students in dictation activity. The topic was about “Describing someone”. (It can be looked in Appendix X for Lesson Plan Cycle 2).
 4. Teacher gave the instructions to students about the dictation activity. It meant teacher asked students in pair group to discuss about the topic that given by the teacher.
 5. Teacher played audio monolog to students for several times in normal speed.
 6. Teacher asked students to reconstruct the text in their own words base on the text that they had heard
 7. Teacher asked students from eachgroups to read the reconstructed text aloud and asked them to give any comments.
 8. Teacher explained that all groups performed well in reconstruction text and gave conclusion
 9. Teacher closing the class
- e). Teachers’ reinforcement and interaction with students.

Teachers’ reinforcement and interaction with students has been perfect. Firstly, teacher did individual performance reward. It meant teacher gave applause to students as the reward. Secondly, teacher stimulated students’ responses. It meant teacher gave feedback to what students say and do in teaching and learning

process. Thirdly, teacher stimulated students' questions. It meant after the teacher taught the learning material, the teacher asked students with given a question that related to the learning material or related to their comprehension or to the activity of learning process. Fourthly, teacher stimulated students' questions. It meant after the teacher taught the learning material, the teacher asked students with a give questions that related to the learning material or related to their comprehension or to the activity of learning process. Lastly, teacher responded student's questions. It meant teacher answered the students' questions.

2) Students' listening score of cycle 2

After doing the test, the researcher had analyzed students' achievement based on listening technique activity. The researcher had found the students' listening mastery scores in the second cycle as the following table below:

Table 6. Students' listening Score in the Second Cycle²

No	Name	Correct Answer	Total of Questions	Students' Score X 100
				Total of Question
1.	AR	18	20	90
2.	AU	12	20	60
3.	AM	15	20	75

²Approved by co-teacher (YusmaSanty H.A, S.Pd) and the observer

4.	AH	15	20	75
5.	DNA	19	20	80
6.	JP	12	20	60
7.	MR	13	20	65
8.	MM	18	20	90
9.	NS	18	20	75
10.	NHal	17	20	85
11.	NHan	17	20	85
12.	RB	15	20	75
13.	RF	15	20	75
14.	RA	13	20	65
15.	RR	14	20	70
16.	RK	16	20	75
17.	RH	17	20	75
18.	RI	15	20	75
19.	SH	15	20	75
20.	SA	14	20	70
21.	SR	16	20	80
22.	SW	15	20	75
23.	WA	15	20	75
24.	RP	15	20	75
Total Score				1795
Mean				74.79
Percentage				25%

**The students who didn't pass the passing grade (75) in the second cycle.*

From the above table and chart, it could be concluded that students' achievement in cycle 2 was increased. The mean score in cycle 2 was 74.79 and the percentage of students' score in cycle 2 was 25%. Students' achievement in listening was categorized very good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 58.95 (16.66%) and cycle 2 was 74.79 (25%).

c. Comparison of Students' Achievement in Cycle 1 and Cycle 2

Based on the first and the second observations of students listening mastery, it can be concluded that students' listening mastery had improved by using dictogloss Technique. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students' mean score of the test, calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students have some problems such as, students' listening mastery still low because they got the result in average 40-65 while the KKM at SMP Negeri 2 Batang Angkola is 75 for all English skills. In inter personal factors, students have less motivation, unaccustomed to English voice so they feel confuse and difficult for doing English listening task, students still used their mother tongues and combined with Indonesian language when they studied English, so they

are lack of vocabulary. In extra personal factor, the English teacher was seldom use sound recorder in listening English practice in class room.

The result of the test are there was two students got 40 score, they are RA and RR. Two students got 45 score, they are NS and SA. Four students got 50 score, they are AU, JP, RH, and SR. Two students got 55 score, they are AM and RB. Seven students got 60 score, they are AH, DNA, RL, SH, SW, WA, RP. Three students got 65 score, they are MR, RF, RA. Four students got 80 score, they are AR, MM, NHal and NHan.

It can be concluded that from 24 students at grade VIII-2 SMP Negeri 2 Batang Angkola in cycle 1, there were only 4 students passed the passing grade 75 score. Meanwhile, there were 20 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \vec{x}}{N}$$

$$\bar{x} = \frac{1415}{24}$$

$$\bar{x} = 58.95$$

Based on the calculation, the mean score of the class in first test was 58.95. It showed that the students' listening was categorized into low categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

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

$$P = \frac{4}{24} \times 100\%$$

$$P = 16.66\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to listen. They had motivation to listen English because their English vocabulary mastery had been increased and they accustomed to listen English voice. They used English for having interaction with their friends in learning English. So, it made them more active in the class. It means that students' listening mastery was improved and better than the previous cycle.

There was two students got 60 score, they are AU and JP. Two students got 65 score, they are MR and RA. Two students got 70 score, they are RR and SA. Twelve students got 75 score, they are AM, AH, NS, RB, RF, RA, RH, RL, SH, SW, WA, RP. Two students got 80 score, they are DNA and SR. Two students got 85 score, they are NHa1 and NHan. Two students got 90 score, they are AR and MM.

It can be concluded that from 24 students at grade VIII- 2 SMP Negeri 2 Batang Angkola in cycle 2, there was six students did not pass the passing grade 75 score. Meanwhile, there were 18 students passed the

passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

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

$$\bar{x} = \frac{1795}{24}$$

$$\bar{x} = 74.79$$

Based on the calculation, the mean score of the class in second test was 78.54. It showed that the students' listening score was categorized into enough category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

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

$$P = \frac{5}{24} \times 100\%$$

$$P = 25\%$$

Based on the above explanation, it can be concluded that the researcher' hypothesis that dictogloss Technique could improve students' listening mastery at grade VIII SMP Negeri 2 Batang Angkola was accepted. The comparison of students' achievement in listening mastery of cycle 1 and cycle 2 could be looked from the table below :

**Table 7. Comparison of Students' Achievement in listening mastery
In Cycle 1 and Cycle 2**

No	Name	listening Score		State
		Cycle 1	Cycle 2	
1.	AR	80	90	Improve
2.	AU	50	60	Improve
3.	AM	55	75	Improve
4.	AH	60	75	Improve
5.	DNA	60	80	Improve
6.	JP	50	60	Improve
7.	MR	65	65	Improve
8.	MM	80	90	Improve
9.	NS	45	75	Improve
10.	NHal	80	85	Improve
11.	NHan	80	85	Improve
12.	RB	55	75	Improve
13.	RF	65	75	Improve
14.	RA	65	65	Improve
15.	RR	40	70	Improve
16.	RK	40	75	Improve
17.	RH	50	75	Improve
18.	RI	60	75	Improve
19.	SH	60	75	Improve
20.	SA	45	70	Improve
21.	SR	50	80	Improve

22.	SW	60	75	Improve
23.	WA	60	75	Improve
24.	RP	60	75	Improve
Total Score		1415	1795	
Mean		58.95	74.79	
Percentage		16.66%	25%	

**The students who passed the passing grade (75) in the cycle 1 and cycle 2.*

Based on the explanation, it could be concluded that the mean score and the percentage of the second test. The improvement from the first test; in the first test the mean score was 58.95 (16.66%), it was included enough category. The improvement of mean score in second test the mean score was 74.79 (25%), it was included into high category. The differences showed that there was an improvement of students' listening mastery. It can be looked from the chart below:

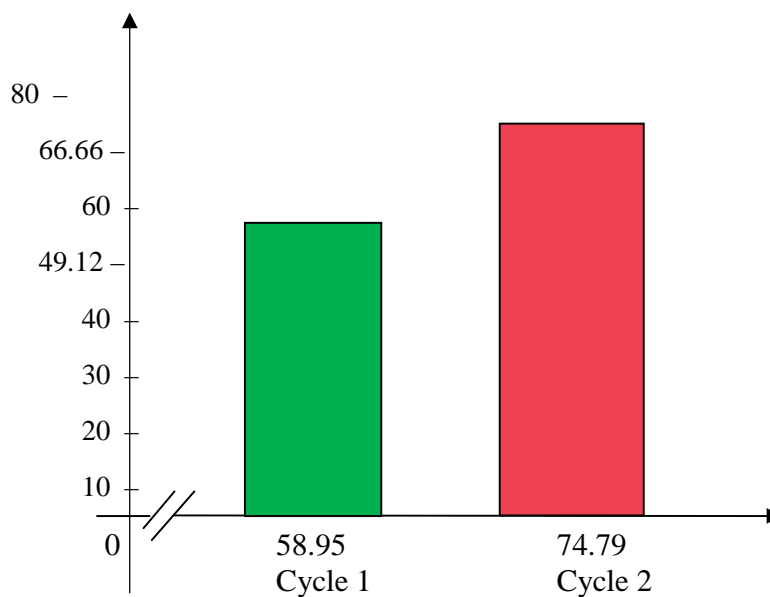


Chart 3. The Comparison of Mean Score between First Test and Second Test (First Cycle and Second Cycle)

Based on the above chart, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 58.95 and the second cycle students' mean score were 74.79. From the students percentage; the first cycle, there were four students passed the passing grade (16.66%). The second cycle, there were eighteen students passed the passing grade (25%).

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (74.79) is greater than first cycle (58.95). It showed that "dictoglosstechnique" influenced to improve listening mastery at the VIII grade students of SMP Negeri 2 BatangAngkola.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

Table 7. The Result of Difference Scores between First Cycle and Second Cycle

No	Name	Cycle 1	Cycle 2	D=X-Y	$\sum D = D - M_D$	$\sum D^2$
1	AR	80	90	10	-6.25	39.06
2	AU	50	60	10	-6.25	39.06
3	AM	55	75	20	3.75	14.06
4	AH	60	75	15	-1.25	1.56
5	DNA	60	75	15	-1.25	1.56
6	JP	50	60	10	-6.25	39.06
7	MR	65	65	0	-16.25	264.06
8	MM	80	90	10	-6.25	39.06
9	NS	45	75	30	13.75	189.06
10	NHal	80	85	5	-11.25	126.56
11	NHan	80	85	5	-11.25	126.56
12	RB	55	75	20	3.75	14.06
13	RF	65	75	10	-6.25	39.06
14	RA	65	65	0	-16.25	264.06
15	RR	40	70	30	13.75	189.06
16	RK	40	75	35	18.75	351.06

17	RH	50	75	25	8.75	76.56
18	RI	60	75	15	-1.25	1.56
19	SH	60	75	15	-1.25	1.56
20	SA	45	70	35	18.75	351.56
21	SR	50	80	30	13.75	189.06
22	SW	60	75	15	-1.25	1.56
23	WA	60	75	15	-1.25	1.56
24	RP	60	75	15	-1.25	1.56
Total		1415	1795	390	-0.03	2.358
Mean score		58.95	74.79	16.25	-0,001	98.25

Bold name that students who passed the passing grade (75) in first cycle

** Students that did not pass the KKM (75) in second cycle*

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis:

H= There is significant improvement among students' listening test in the cycle 1 and cycle 2

2. Calculating the signification of t_0 and t_t and calculating of the degree of freedom (df) with $df = N-1$

3. Looking for level of signification 5% or 1% in t table (it can be seen from df).

4. Comparing the result of t_0 and t_t with the criterion:

1. If t_o bigger than t_t , so H is received. It means that there is significant improvement of students' learning process result.
2. If t_o smaller than t_t , so H is rejected. It means that there is not significant improvement of students' learning process result.
3. Making conclusion from the result.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{-0,03}{24} = -0,001$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle, $D = X - Y$

$N = 24$ Students

SD_D = Standard Deviation from the difference score between First Test and

Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{2358}{24} - \left(\frac{-0,03}{24}\right)^2}$$

$$SD_D = \sqrt{98.25 - 1.5625}$$

$$SD_D = \sqrt{96.68}$$

$$SD_D = 9.83$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{9.83}{\sqrt{24-1}}$$

$$SE_{MD} = \frac{9.83}{\sqrt{23}}$$

$$SE_{MD} = \frac{9.83}{4.79}$$

$$SE_{MD} = 2.05$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{16.25}{2.05}$$

$$t_o = 7.92$$

Degrees of freedom (df) = N-1 = 24-1=23

The calculation result of $t_o = 7.92$, t_{table} with $df = 23$, level of significance in t table 5% is 2.069. It can be known that the result of t_o is

bigger than t_t , it is $7.92 > 2.069$. Based on the result, it means that there is a significant improvement between students' listening learning process result in the first cycle and second cycle.

2. Influencing Factors

From the description of students' achievement in the first cycle, it could be concluded that the students' problem in learning process had been resolved and it had improved in the second cycle as follow:

There are two factors could influence listening mastery. They are internal factor and external factor. It would be explained below:

a) Internal Factors

1) Vocabulary

There were 20 items for listening test. In cycle I, from 24 students in classroom, 2 students answered 5 items correctly, 2 students answered 8 items correctly, 4 students answered 10 items correctly, 2 students answered 11 items correctly, 7 students answered 12 items correctly, 3 students answered 13 items correctly, and 4 students answered 16 items correctly.

The researcher and co-teacher had found who had difficulty in filling the items' of question.

Base on interview had done in the class, NS, SA, RR, RH, SR, AU, RB, AM, AH. Admitted that they confuse to do listening task

in fill in the blank because they lack of vocabulary. So, it makes them hard, difficult and confuse to do the task.

There were some action conducted by researcher in cycle 2 to solve the concerning problems. They were, the researcher gave new vocabulary to students that they have not known to increase their vocabulary, students must analyse the difficult vocabulary that the author develops their knowledge.

As a result, students' achievement in this case was improved. There were also 20 items in listening task of cycle 2. From 24 students in the classroom, 9 students answered 15 items correctly, 2 students answered 16 items correctly, 3 students answered 17 items correctly, 3 students answered 18 item correctly, 1 student answered 19 items correctly, 2 students answered 14 items correctly, 2 students answered 13 items correctly, 2 students answered 12 items correctly.

2) Interesting

There were 20 items for listening test. In cycle I, from 24 students in classroom, 2 students answered 5 items correctly, 2 students answered 8 items correctly, 4 students answered 10 items correctly, 2 students answered 11 items correctly, 7 students answered 12 items correctly, 3 students answered 13 items correctly, and 4 students answered 16 items correctly.

Base on interview had done in the class, AM, AH, DNA, RI, SH. Admitted that they feel uninteresting to do listening task in fill in the blank because they feel strange and unaccustomed to English voice. So, it makes them hard, difficult and confuse to do the task.

There were some action conducted by researcher in cycle 2 to solve the concerning problems. The researcher gave them interested ways and motivated them to interest about the lesson that given by teacher.

As a result, students' achievement in this case was improved. There were also 20 items in listening task of cycle 2. From 24 students in the classroom, 9 students answered 15 items correctly, 2 students answered 16 items correctly, 3 students answered 17 items correctly, 3 students answered 18 item correctly, 1 student answered 19 items correctly, 2 students answered 14 items correctly, 2 students answered 13 items correctly, 2 students answered 12 items correctly.

Most of them feel uninteresting to learn English especially in listening English. They feel English so hard to learn, and they unaccustomed to English. Because English really seldom to use in their daily life.

3) Experiences

There were 20 items for listening test. In cycle I, from 24 students in classroom, 2 students answered 5 items correctly, 2 students answered 8 items correctly, 4 students answered 10 items correctly, 2 students answered 11 items correctly, 7 students answered 12 items correctly, 3 students answered 13 items correctly, and 4 students answered 16 items correctly.

Base on interview had done in the class, NS, SA, RR, RK, RH, SR, AU, RB, AM, AH, DNA, RI, SH. Admitted that they feel confuse and difficult for doing listening task. It is happened because they seldom to practise listening English and most of them use Batak language in their daily activities.

There were some action conducted by researcher in cycle 2 to solve the concerning problems. The researcher gave to them practise listening English, as long as research was happened the school. It was hoped to make students have experience and accustomed to English task, especially English voice in listening lesson.

As a result, students' achievement in this case was improved. There were also 20 items in listening task of cycle 2. From 24 students in the classroom, 9 students answered 15 items correctly, 2 students answered 16 items correctly, 3 students

answered 17 items correctly, 3 students answered 18 item correctly, 1 student answered 19 items correctly, 2 students answered 14 items correctly, 2 students answered 13 items correctly, 2 students answered 12 items correctly.

b) External Factors

1) Environment

Base on interview had done in the class, AR, MM, NHan, NHal, RB, RA, RI, SW, WA. Admitted that they really seldom practice listening English use sound recorder in class room. Because, the teacher seldom make listening practice in the class room and students always use Batak language in their daily life.

There were some action conducted by researcher in cycle 2 to solve the concerning problems. The researcher gave to them advice to step up their mind for important learning English in their life, so that they can make their environment more love English and accustomed with English, especially listening English, as long as research was happened the school.

2) Facilities

Base on interview had done in the classroom, MM, MR, AR, AU, RA. Admitted that in the school facilities for listening lesson is limited. There is no language library inside, makes Students seldom practice listening. In other side, Mrs. Masliani

also admitted that facilities for listening is limited. So, students seldom to get separate facilities that suitable for listening lesson and they just get a drop of facilities by the English teacher, such as loudspeaker, and tape recorder.

There were some action conducted by researcher in cycle 2 to solve the concerning problems. The researcher made practise listening class every meeting that use laptop, loudspeaker, and audio monologue as long as research was happened the school.

B. Data Discussion

The first, In the Fitri Wulandari's script, this research she found that students listening achievement can improve. It is proven base on calculation result was gotten mean score cycle 1 was 3.8, cycle 2 was 5.5 , and cycle 3 was 6.5.³

The second, researcher in Eka Juwita Arief's script, she found that dictogloss technique can improve the listening ability, it is proven base on calculation result was gotten mean score.⁴

The last, researcher's name Anwar Adam, in his script's, the aim of his research to know the effect of dictogloss technique listening ability and the kind of this research was quantitative research and analyzed by test. Then, the

³Fitri Wulandari, *Improving Students Listening Ability Using Spot The Dictogloss Technique* (Surakarta : UNS, 2011) p.41

⁴Eka Juwita Arif, *The Use of Dictogloss Techniqiue in Teaching A Hortatory Exposition Text At Senior High School* (Padang : UNP, 2010) p. 56

conclusions are: students achievement in the dictogloss technique was 7.9 while, in traditional technique was 6.9. this condition show us that students achievement taught by using dictogloss technique was higher than traditional technique.

So, from the previous studies as described above, the researcher interested in doing this research by applying technique to be able to determine which technique is better used in listening mastery by finding improvement.

Base on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to dictogloss technique . It was based on the data in the first cycle 58.95 (16.66%) and 74.79 (25%) in the second cycle. It can be concluded that the researcher had been success in doing the research.

C. Threats of the Research

The researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. The students still did not active yet in learning process by using dictogloss technique. Some students tended to be passive in discussion and did the non-academic activities. They were shy and ashamed when they were asked to reporting the result of discussion. Therefore, it would make them passive and silent.

Even though, dictogloss technique is useful for students not only to comprehend the English text but also the students can learn the sociality of life, because this technique requires the students to discuss, share and respect of their

friend. Additionally, dictogloss technique provide an opportunity for students to work both individually and in groups. So, it can motivate the students to achieve and be actively involved in the teaching and learning of listening. Finally, dictogloss technique could improve listening mastery in descriptive text at the VIII grade students of SMP Negeri 2 Batang Angkola.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that:

1. Dictogloss technique improve students listening mastery at the VIII grade students of SMP Negeri 2 Batang Angkola. It proved by increasing the mean of students' listening score from 58.95 (16.66%) in the cycle I to 74.79 (25%) in the cycle II.
2. There is a internal factor which influencing the students' listening mastery in descriptive text is students feel difficult fill in the blank of test, because seldom practice listening and unaccustomed with English voice. Then, there were two external factors that influencing the students' listening mastery in cycle I and cycle II such as like limited of facilities and disturbance in the classroom. Therefore, the hypothesis in this research could be accepted because the score of the students and the students' activity in learning process by using dictogloss technique showed the good improvement at the VIII SMP Negeri 2 Batang Angkola.

B. Suggestion

After conducting an action research and based on the research findings, the researcher would like to propose some suggestions for the English teacher, the students, and other researcher. These suggestion were:

1. For the teacher, should make innovation and effective technique to teach listening, so teaching and learning process not monotonous and can use dictogloss technique as a teaching technique to teach English, especially to teach listening in order to make the students more active and communicative during teaching and learning process. Therefore, the students' listening mastery can improve.
2. For the students, should be more active learners, and not afraid of making mistakes during teaching and learning process. Students should improve their ability in learning English, they should practice think individually, helps each other, respect other opinion and enjoy during listening class. Dictoglossis one of alternative ways that can be chosen in teaching listening.
3. For the other resercher, The result of the research is expected to be able to encourage other researchers to conduct research dealing with the dictogloss techniques in the other skills, such as writing, speaking and reading.

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CURRICULUM VITAE

A. Identify

Name : Fitri Khoirunnisah
Reg. Num : 13 340 0011
Place / Birthday : Padangsidempuan / Pebruari, 20th, 1996
Sex : Female
Religion : Islam
Address : Jl. Dwikora 1 Palopat Pijorkoling

B. Parents

Father's Name : Muhammad Gunung (Alm)
Mother's Name : Langgosari

C. Education Background

1. Elementary school : SD N 100190 Muaratais
2. Junior High School : SMPN 8 Padangsidempuan
3. Senior High School : SMP NEGERI 3 Padangsidempuan
4. Institute : IAIN Padangsidempuan (2013)

APPENDIX

SIKLUS I (CYCLE I)

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMP NEGERI 2 BATANG ANGKOLA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/I
Tahun Pelajaran	: 2017/2018
Aspek/Skill	: Listening
Pertemuan	: Pertemuan Pertama/First Meeting
Alokasi Waktu	: 2 x 40 Menit (1 kali pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam teks fungsional pendek dari monolog sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Merespon makna dalam teks fungsional pendek dan monolog sederhana berbentuk descriptive dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam kehidupan sehari-hari.

C. Indikator Pembelajaran

1. Mengidentifikasi makna tindak tutur dalam teks monolog yang berbentuk descriptive text
2. Memahami makna tindak tutur dalam teks monolog yang berbentuk descriptive text
3. Merespon makna tindak tutur dalam teks monolog yang berbentuk descriptive text
4. Menuliskan makna tindak tutur dalam teks monolog yang berbentuk descriptive text yang telah mereka dengarkan

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi makna tindak tutur dalam teks monolog yang berbentuk descriptive text
2. Siswa mampu memahami tindak tutur dalam teks monolog yang berbentuk descriptive text
3. Siswa mampu merespon makna tindak tutur dalam teks monolog yang berbentuk descriptive text
4. Siswa mampu menuliskan makna tindak tutur dalam teks monolog yang berbentuk descriptive text yang telah mereka dengarkan

E. Materi Pembelajaran

1. Describing about thing

F. Teknik Pembelajaran

1. Dictogloss Technique

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Preparation)

- a. Guru mempersiapkan topik yang akan dikedengarkan kepada para siswa.
- b. Guru memberikan kosa kata kepada para siswa tentang topik yang akan dikedengarkan.

2. **Kegiatan Inti (Dictation)**

- a. Guru membacakan teks atau memutar audio monolog sebanyak tiga kali dengan kecepatan normal.
- b. Pada saat pertama kali di pendengarkan, siswa hanya mendengarkan tanpa mencatat. Namun pada saat yang kedua kalinya siswa boleh mencatat sambil mendengarkan. Dan yang terakhir kalinya siswa dapat memperbaiki dan mengkonfirmasi kata atau frasa pada text yang dianggap keliru.

3. **Reconstruction (rekonstruksi)**

- a. Guru meminta siswa untuk merekonstruksi teks yang telah mereka dengarkan
- b. Masing – masing siswa berkontribusi menyusun isi teks kedalam versi baru tanpa merubah ide dan susunan teks aslinya.

4. **Analysis and Correction (Analisis dan koreksi)**

- a. Siswa menganalisis dan mengoreksi hasil rekonstruksi teks yang mereka kerjakan dengan arahan yang di berikan guru.
- b. Guru menyelesaikan permasalahan yang ada pada siklus I

H. Sumber Belajar

1. Buku : Learning More English 2 for Grade VIII Junior High School, Ai Siti Djamilah, Anwar Sofyanda, and Titiek K Surtiyah, diterbitkan oleh Grafindo Pratama.
2. Internet
3. Teks yang berkaitan dengan bahan ajar
4. Laptop
5. Speaker
6. Audio monolog

I. Penilaian

Indikator Pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrumen/Soal
Siswa menyimak dan melengkapi teks yang kosong berdasarkan yang teks mereka simak	Tes Lisan dan Tertulis	Menengkapi teks monolog	Work in peer group. Listen carefully to the monologue, then write down that you have heard.

J. Pedoman Penilaian

Uraian	Skor
Isian	
1. Jawaban benar	5
2. Jawaban salah	0
JUMLAH SOAL	20

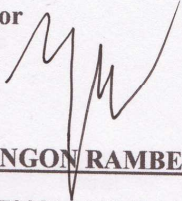
$$\text{NILAI} = \frac{\text{JUMLAH BENAR}}{\text{JUMLAH SOAL}} \times 100$$

Padangsidempuan,

2018

Knowing:

Validator



SOJUANGON RAMBE, S.S., M.Pd

NIP. 19790815 200604 1 003

Researcher



FITRI KHOIRUNNISAH

NIM. 13 340 0011

APPENDIX I

TEST CYCLE I

Name :

Date :

Class :

Directions : Listen carefully to the monologue audio, then fill in the blank based on you have heard!

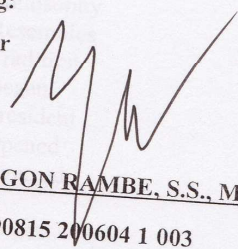
Monas National Monument

National monument or popularly (1)..... as Monas or obelisk monument is memorial tower which is (2)..... as torch flame towering to the sky which is covered by 35 kilograms of (3)..... gold. Monas or national monument is an (4)..... of the city. Monas is always crowded by (5)..... to see the beauty of the (6)..... from the top of monument adding insight into the (7)..... of Indonesia. Monas National Monument is a 132 meter (8)..... in the center of Merdeka Square, Central Jakarta, Indonesia. Jakarta is the (9)..... of the state. It (10)..... the struggle for Indonesian independence of our (11).....

The monument of a 117.7 meters obelisk on a (12) Square platform at a (13)..... Of 17 meters. Towering monument symbolized the (14)..... of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and yoni (15)..... rice or mortar, two important things in the (16)..... of Indonesian agriculture.

Construction (17)..... in 1961 under the direction of President Soekarno, the first (18)..... of the us and the monument was (19)..... to the public in 1975. Monas stand very solid (20)..... with white pain on its body and gold colors that light up on its top.

Knowing:
Validator



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Padangsidempuan, 2018

Researcher



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NIM. 13 340 0011

APPENDIX

KEY ANSWER CYCLE I

1. Called
2. Shaped
3. Pure
4. Iconic
5. Tourists
6. City
7. History
8. Tower
9. Capital
10. Symbolizes
11. Country
12. 45 meters
13. Height
14. Philosophy
15. Resembles
16. Tradition
17. Began
18. President
19. Opened
20. Covered

APPENDIX IV

Indicators List of Teacher in Teaching Learning Process First Cycle

Physic appearance and written	Checklist		Note
1. Dressing cleanly and neatly.			
2. Standing and writing face to students.			
3. Energetic and enthusiasm			
4. Writing and explaining integratedly			

5. Writing is nice and readable			
6. Writing is read from the all roomside			
7. Having certain sequence system			
Sound and Classroom management	Checklist		Note
1. Audible sound			
2. Talking intelligibly			
3. Neatness control			

4. Class noise control			
5. Class formation arrangement			
Material	Checklist		
1. Explaining the learning objectives			
2. Explaining the learning benefit			
3. Relevant to object and procedure			

4. Brief presentation			
5. Detail and united explanation			
Procedure	Checklist		Note
1. Teacher arranged the seat formation			
2. Teacher told the purpose of teaching learning process to students by using dictogloss technique			

3. Teacher explained the topic that will be discussed by students in the dictation activity.			
4. Teacher gave the instruction to students about dictation activity.			
5. Teacher gave time to students for filling and reconstruction the text.			
6. Teacher asked students to tell the result of discussion.			
Reinforcement and interaction with students	Checklist		
1. Individual performance reward			
2. Group performance reward			
3. Celebration			
4. Stimulating students' responses			

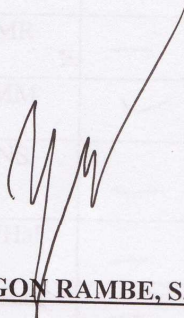
5. Stimulating students' questions	✓	After the teacher taught the learning material, teacher asked students with given a question that related to the learning material or their comprehension.
6. Responding students' question	✓	Teacher answered the students' question.

Batang Angkola,

2018

Knowing:

Validator



SOJUANGON RAMBE, S.S., M.Pd

NIP. 19790815 200604 1 003

Observant,

English Teacher



MASLIANI, S.Pd

NIP. 19801120 200502 2 002

**Observation Sheet of Students' Activities
in the Teaching and Learning Process
Classroom Action Research**

Day/Date :

Class/Semester : VIII. 1/ II

Cycle : I (*First Cycle*)

Observant :

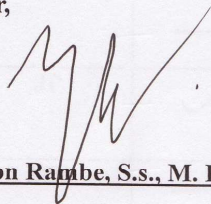
o	Students	Activities						
		Who active to ask	Who active to answer	Who cheating	Who disturb	Who pay attention	Who fast to do exercise	Who correct to do exercise
1	AR							
2	AU							
3	AM							
4	AH							
5	DNA							
6	JP							
7	MR							
8	MM							
9	NS							
10	NHal							
11	NHan							
12	RB							
13	RF							
14	RA							

15	RR	-	-	✓	-	-	-	-
16	RK	-	-	✓	-	-	-	-
17	RH	-	-	-	-	✓	-	-
18	RI	✓	-	-	-	✓	-	-
19	SH	✓	-	-	-	✓	-	-
20	SA	-	-	-	-	✓	-	-
21	SR	-	-	-	-	✓	-	-
22	SW	-	-	-	-	✓	-	-
23	WA	-	-	-	-	✓	-	-
24	RP	-	-	-	-	✓	-	-

Condition of the classroom

In the ~~first~~ cycle, from 24 students in the classroom, there are 4 students who active to ask, they are AR, MM, RI and SH, there are 2 students who active to answer, they are AR and MM. There are 2 students who cheating, they are RR and RK. All of the students give their attention except JP, RR, and RK. There are 2 students who fast to do exercise, they are AR and MM. There are 2 students who correct to do exercise, AR and MM.

Validator,



Sojuangon Rambe, S.s., M. Pd

NIP. 19790815 200604 1 003

Researcher



Fitri Khoirunnisah

NIM. 133400011

Observation Note Sheet

Students' Behaviour Checklist in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class/ Semester : VIII 2/ II

Days/ Date Of :

Cycle : I

Observant :

No	Student	Behaviour				
		Who make noisy in the Classroom	Who goes permission	Who sleep in the classroom	Who walks around	Who doesn't attend
1	AR					
2	AU					
3	AM					
4	AH					
5	DNA					
6	JP					
7	MR					

8	MM					
9	NS					
10	NHal					
11	NHan					
12	RB					
13	RF					
14	RA					
15	RR					
16	RK					
17	RH					
18	RI					
19	SH					
20	SA					
21	SR					

22	SW	—	—	—	—	—
23	WA	—	—	—	—	—
24	RP	—	—	—	—	—
Total		6 Students	3 Students	—	2 Students	—
Condition of the classroom		<p>In first cycle, there are 6 students who make noisy in the classroom, they are AU, JP, RR, RK, RH, and SR. There are 3 students who goes permission, they are AM, MR, and RA. There is no students who sleep in the classroom, There are 2 students who walk around, they are RR and Rk, and there is no students who doesnot attend the class.</p>				

Batang Angkola,

2018

Knowing:

Validator



SOJUANGON RAMBE, S.S., M.Pd

NIP. 19790815 200604 1 003

Researcher



FITRI KHOIRUNNISAH

NIP. 133400011

APPENDIX

SIKLUS II (CYCLE II)

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMP NEGERI 2 BATANG ANGKOLA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/I
Tahun Pelajaran	: 2017/2018
Aspek/Skill	: Listening
Pertemuan	: Pertemuan Pertama/ Second Meeting
Alokasi Waktu	: 2 x 40 Menit (1 kali pertemuan)

A. Standar Kompetensi

2. Memahami makna dalam teks fungsional pendek dari monolog sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

2. Merespon makna dalam teks fungsional pendek dan monolog sederhana berbentuk descriptive dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam kehidupan sehari-hari.

C. Indikator Pembelajaran

5. Mengidentifikasi makna tindak tutur dalam teks monolog yang berbentuk descriptive text
6. Memahami makna tindak tutur dalam teks monolog yang berbentuk descriptive text
7. Merespon makna tindak tutur dalam teks monolog yang berbentuk descriptive text
8. Menuliskan makna tindak tutur dalam teks monolog yang berbentuk descriptive text yang telah mereka dengarkan

D. Tujuan Pembelajaran

5. Siswa mampu mengidentifikasi makna tindak tutur dalam teks monolog yang berbentuk descriptive text
6. Siswa mampu memahami tindak tutur dalam teks monolog yang berbentuk descriptive text
7. Siswa mampu merespon makna tindak tutur dalam teks monolog yang berbentuk descriptive text
8. Siswa mampu menuliskan makna tindak tutur dalam teks monolog yang berbentuk descriptive text yang telah mereka dengarkan

E. Materi Pembelajaran

1. Describing about someone

F. Teknik Pembelajaran

1. Dictogloss Technique

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Preparation)

- a. Guru mempersiapkan topik yang akan dengarkan kepada para siswa.
- b. Guru memberikan kosa kata kepada para siswa tentang topik yang akan dengarkan.

2. Kegiatan Inti (Dictation)

- a. Guru membacakan teks atau memutar audio monolog sebanyak tiga kali dengan kecepatan normal.
- b. Pada saat pertama kali di pendengarkan, siswa hanya mendengarkan tanpa mencatat. Namun pada saat yang kedua kalinya siswa boleh mencatat sambil mendengarkan. Dan yang terakhir kalinya siswa dapat memperbaiki dan mengkonfirmasi kata atau frasa pada text yang dianggap keliru.

3. Reconstruction (rekonstruksi)

- a. Guru meminta siswa untuk merekonstruksi teks yang telah mereka dengarkan
- b. Masing – masing siswa berkontribusi menyusun isi teks kedalam versi baru tanpa merubah ide dan susunan teks aslinya.

4. Analysis and Correction (Analisis dan koreksi)

- a. Siswa menganalisis dan mengoreksi hasil rekonstruksi teks yang mereka kerjakan dengan arahan yang di berikan guru.
- b. Guru menyelesaikan permasalahan yang ada pada siklus I

H. Sumber Belajar

1. Buku : Learning More English 2 for Grade VIII Junior High School, Ai Siti Djamilah, Anwar Sofyanda, and Titiek K Surtiyah, diterbitkan oleh Grafindo Pratama.
2. Internet
3. Teks yang berkaitan dengan bahan ajar
4. Laptop
5. Speaker
6. Audio monolog

I. Penilaian

Indikator Pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrumen/Soal
Siswa menyimak dan melengkapi teks yang kosong berdasarkan yang teks mereka simak	Tes Lisan dan Tertulis	Menengkapi teks monolog	Work in peer group. Listen carefully to the monologue, then write down that you have heard.

J. Pedoman Penilaian

Uraian	Skor
Isian	
3. Jawaban benar	5
4. Jawaban salah	0
JUMLAH SOAL	20

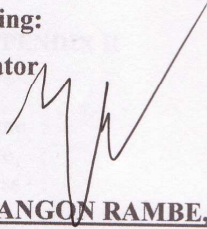
$$\text{NILAI} = \frac{\text{JUMLAH BENAR}}{\text{JUMLAH SOAL}} \times 100$$

Padangsidempuan,

2018

Knowing:

Validator



SOJUANGON RAMBE, S.S., M.Pd

NIP. 19790815 200604 1 003

Researcher



FITRI KHOIRUNNISAH

NIM. 13 340 0011

[Faint, illegible text, likely bleed-through from the reverse side of the page]

APPENDIX II

TEST CYCLE II

Name :

Date :

Class :

Directions : Listen carefully to the monologue audio, then fill in the blank based on you have heard!

My Friend

I have a (1)..... Friend. She is beautiful, (2)..... and trendy. Her favorite colours are pink and (3)..... She likes for collecting (4)..... shoes. She always want to be a (5)..... Setter of the day. She always pay much (6)..... on her appearance. Recently, she bought a new (7)..... foot legs from blowfish shoes products.

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APPENDIX

KEY ANSWER CYCLE II

1. Close
2. Attractive
3. Green
4. Branded
5. Trend
6. Attention
7. Stylist
8. Really
9. Shoes
10. Walking
11. Watch
12. Physical
13. Represent
14. Perfect
15. Mad
16. Product
17. Elegant
18. Varieties
19. Athletic
20. Trader

APPENDIX IV

Indicators List of Teacher in Teaching Learning Process Second Cycle

Physic appearance and written	Checklist		Note
8. Dressing cleanly and neatly.			
9. Standing and writing face to students.			
10. Energetic and enthusiasm			
11. Writing and explaining integratedly			
12. Writing is nice and readable			

13. Writing is read from the all roomside			
14. Having certain sequence system			
Sound and Classroom management	Checklist		Note
6. Audible sound			
7. Talking intelligibly			
8. Neatness control			

9. Class noise control			
10. Class formation arrangement			
Material	Checklist		
6. Explaining the learning objectives			
7. Explaining the learning benefit			
8. Relevant to object and procedure			

9. Brief presentation			
10. Detail and united explanation			
	Checklist		
Procedure			Note
7. Teacher arranged the seat formation			
8. Teacher told the purpose of teaching learning process to students by using dictogloss technique			
9. Teacher explained the topic that will be			

discussed by students in the dictation activity.			
10. Teacher gave the instruction to students about dictation activity.			
11. Teacher gave time to students for filling and reconstruction the text.			
12. Teacher asked students to tell the result of discussion.			
Reinforcement and interaction with students	Checklist		
1. Individual performance reward			
2. Group performance reward			
3. Celebration			
4. Stimulating students' responses			

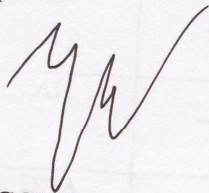
5. Stimulating students' questions	✓	After the teacher taught the learning material, teacher asked students with given a question that related to the learning material or their comprehension.
6. Responding students' question	✓	Teacher answered the students question.

Batang Angkola,

2018

Knowing:

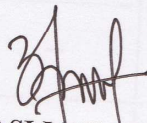
Validator



SOJUANGON RAMBE, S.S., M.Pd

NIP. 19790815 200604 1 003

Observant,
English Teacher



MASLIANI, S.Pd

NIP. 19801120 200502 2 002

Observation Note Sheet

Students' Behaviour Checklist in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class/ Semester : VIII 2/ II

Days/ Date Of :

Cycle : II

Observant :

No	Student	Behaviour				
		Who make noisy in the Classroom	Who goes permission	Who sleep in the classroom	Who walks around	Who doesn't attend
1	AR					
2	AU					
3	AM					
4	AH					
5	DNA					
6	JP					
7	MR					

8	MM					
9	NS					
10	NHal					
11	NHan					
12	RB					
13	RF					
14	RA					
15	RR					
16	RK					
17	RH					
18	RI					
19	SH					
20	SA					
21	SR					

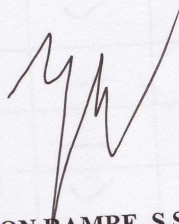
22	SW	—	—	—	—	—
23	WA	—	—	—	—	—
24	RP	—	—	—	—	—
Total		4 Students	2 Students	—	—	—
Condition of the classroom		From the observation, from 24 students in classroom, there are four students who make noisy in the classroom, they are AU, RR, JP and RK. There are two students who goes permission, they are RF and SR. There is no students sleep in the classroom, there is no students walks around, there is no students who doesnot attend.				

Batang Angkola,

2018

Knowing:

Validator



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NIP. 19790815 200604 1 003

Researcher,



FITRI KHOIRUNNISAH

NIP. 133400011

Observation Sheet of Students' Activities
in the Teaching and Learning Process
Classroom Action Research

Day/Date :
 Class/Semester : VIII-2/ II
 Cycle : II (*Second Cycle*)
 Observant :

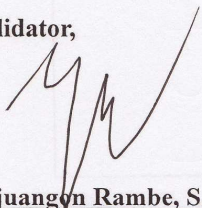
No	Students	Activities						
		Who active to ask	Who active to answer	Who heating	Who disturb	Who attention	Who follow exercise	Who correct to do exercise
1	R							
2	U							
3	M							
4	AH							
5	NA							
6	JP							
7	MR							
8	M							
9	NS							
10	NHal							
11	NHan							
12	B							
13	F							

14	RA	—	—	—	—	✓	—	—
15	RR	—	—	✓	✓	—	—	—
16	RK	—	—	✓	✓	—	—	—
17	RH	—	—	—	—	✓	—	—
18	RI	—	—	—	—	✓	—	—
19	SH	—	—	—	—	✓	—	—
20	SA	—	—	—	—	✓	—	—
21	SR	✓	—	—	—	✓	—	—
22	SW	—	—	—	—	✓	—	—
23	WA	—	—	—	—	✓	—	—
24	RP	—	—	—	—	✓	—	—

Condition of the classroom.

In cycle II, there are 5 students who active to ask, they are AR, DNA, MM, Nihal, and SR, there are 2 students who active to answer, they are AR, and MM. There are 2 students who cheating, they are RR and RK. There are 2 students who disturb, they are RR and RK. All of the students pay attention, except RR and RK. There are 2 students fast to do exercise, they are AR and MM and there are 2 student who correct to do exercise, AR and MM.

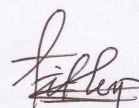
Validator,



Sojuangan Rambe, S.s., M. Pd

NIP. 19790815 200604 1 003

Researcher



Fitri Khoirunnisah

NIM. 133400011

TEST CYCLE I

Name :

Date :

Class :

Directions : Listen carefully to the monologue audio, then fill in the blank based on you have heard!

Monas National Monument

National monument or popularly (1)..... as Monas or obelisk monument is memorial tower which is (2)..... as torch flame towering to the sky which is covered by 35 kilograms of (3)..... gold. Monas or national monument is an (4)..... of the city. Monas is always crowded by (5)..... to see the beauty of the (6)..... from the top of monument adding insight into the (7)..... of Indonesia. Monas National Monument is a 132 meter (8)..... in the center of Merdeka Square, Central Jakarta, Indonesia. Jakarta is the (9)..... of the state. It (10)..... the struggle for Indonesian independence of our (11).....

The monument of a 117.7 meters obelisk on a (12) Square platform at a (13)..... Of 17 meters. Towering monument symbolized the (14)..... of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and yoni (15)..... rice or mortar, two important things in the (16)..... of Indonesian agriculture.

TEST CYCLE II

TEST CYCLE II

Name :

Date :

Class :

Directions : Listen carefully to the monologue audio, then fill in the blank based on you have heard!

My Friend

I have a (1)..... Friend. She is beautiful, (2)..... and trendy. Her favorite colours are pink and (3)..... She likes for collecting (4)..... shoes. She always want to be a (5)..... Setter of the day. She always pay much (6)..... on her appearance. Recently, she bought a new (7)..... foot legs from blowfish shoes products.

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Name :

Date :

Class :

Directions : Listen carefully to the monologue audio, then fill in the blank based on you have heard!

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PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 2 BATANG ANGKOLA

JL. MANDAILING KM.20 BENTENG HURABA Kode Pos 22773

Telepon.(0634) 7363129

Email : smpnegeriduabatangangkola@yahoo.co.id

SURAT KETERANGAN MENGADAKAN PENELITIAN

NO. 420/026 / SMPN.2/2018

Yang bertanda tangan dibawah ini :

Nama : **ABDUL KAMIL HASIBUAN,M.Pd**
NIP : 19600612 198602 1 005
Pangkat/Gol : Pembina TK.I/ IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 2 Batang Angkola,
Kec.Batang Angkola Kab. Tapanuli Selatan

Menerangkan dengan sesungguhnya bahwa :

Nama : **FITRI KHOIRUNNISAH**
NIM : 13 340 0011
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Jalan Dwikora I Palopat Pijorkoling

Adalah benar telah melakukan penelitian di SMP Negeri 2 Batang Angkola pada tanggal 27 Maret 2018 s/d 20 April 2018 Semester Genap Tahun Ajaran 2017/2018.

Adapun maksud penelitian dilakukan adalah untuk memperoleh data dan Informasi yang diperlukan guna menyusun Skripsi dengan judul : **"IMPROVING LISTENING MASTERY BY USING DICTOGLOSS TECHNIQUE AT THE VIII GRADE STUDENTS' OF SMP NEGERI 2 BATANG ANGKOLA"**.

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bentenghuraba, 20 April 2018

Kepala Sekolah,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Fax/mile (0634) 24022

Nomor : B - 193 /In.14/E.4c/TL.00/03/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

26 Maret 2018

Yth. Kepala SMP Negeri 2 Batang Angkola
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Fitri Khoirunnisah
NIM : 13 340 0011
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Palopat Pijorkoling Jl. Dwikora I

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Listening Mastery by Using Dictogloss Technique at The VIII Grade Students of SMP Negeri 2 Batang Angkola". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan Hilda, M.Si. h
NIP. 19720920 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Telepon 0634-22080 Faximile 0634-24022

Nomor : 40 /In.14/E.6a/PP.009/09/2016
Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidempuan, 15 September 2016

Kepada Yth Bapak/Ibu

1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di -

Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah inidengan data sebagai berikut:

Nama/NIM : Fitri Khoirunnisah/133400011
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **Improving Listening Mastery By Using Dictogloss Technique at The VIII Grade Students of SMP Negeri 2 Batang Angkola**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

Sekretaris Jurusan TBI

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Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

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BERSEDIA/TIDAK BERSEDIA
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