ENHANCING THE LISTENING SKILL USING DICTOGLOSS TECHNIQUE AT ELEVENTH GRADE OF MA BILINGUAL BATU

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
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TITLE PAGE

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in the English Education Department

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2023

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The Researcher

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ENHANCING THE LISTENING SKILL USING DICTOGLOSS TECHNIQUE AT ELEVENTH GRADE OF MA BILINGUAL BATU

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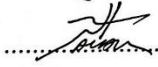
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The Honorable,
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In Malang

Assalamualaikum Wr. Wb.

After conducting several times of guidance in terms of
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students'thesis as follow:

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     Department   : English Education
     Thesis   : Enhancing the Listening Skill Using Dictogloss Technique
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MOTTO

"As long as there is breathe in your lungs, you have the strength to fight"

-Sova-

DEDICATION

The researcher wants to say how grateful he is to the Almighty Allah SWT and to the Prophet Muhammad SAW for the abundance of grace from Al-lah SWT whose presence can always be felt and the great figure who is used as a role model by all of his people, the Prophet Muhammad SAW.

This thesis is dedicated by the researcher to the parents of Sumarsid, S.Pd, and Siti Aminah, as proof of the researcher's responsibility in fulfilling one of his hopes, as well as an infinite thank you for all the prayers that have been poured out so far.

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the Name of Allah SWT, The Beneficent, The Merciful

All glory and gratitude are due to Allah, the only deity worthy of worship and the only source of assistance, who has bestowed His mercies, blessings, guidance, and all other gifts upon the author. Through His grace, the author is now able to fulfill one of his obligations with the permission of Allah. *Shalawat and Salam,* all thanks and gratitude are to our beloved Prophet Muhammad (peace be upon him), who guided us from darkness to an age of resurgence and enlightenment.

The writer would like to express greatest appreciation, genuine gratitude to:

1. To the Rector of Maulana Malik Ibrahim State Islamic University, Malang, Prof. Dr. H. M. Zainuddin, M.A., The Dean of Faculty of Education and Teacher Training, Dr. H. Nur Ali, M.Pd., The Head of English Education Department, Dr. H. Langgeng Budianto, M.Pd., as well as all the esteemed lecturers in the English Education Department, the writer would like to extend his appreciation and gratitude for their support and guidance throughout the research process.

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The writer would also like to express his appreciation to the other teachers and staff members who participated in this research for their valuable contributions.

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7. To all members of English Education 2017

8. To all of my friends that cannot be mentioned one by one.

The author acknowledges that this research is not without faults, but he hopes that the dedication and effort put into it will be beneficial to both the readers and himself. He welcomes any constructive feedback or criticism that may contribute to the improvement of future research in this field. With all due respect from the author, any constructive and helpful criticism and suggestions for this research would be gladly accepted within the context of furthering scientific advancement.

Malang, December 9th, 2022

Dimas Buinggoro Novantika
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LATIN ARABIC TRANSLITERATION

In this thesis, Arabic-Latin transliteration is written according to the transliteration criteria developed by the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia. These criteria have been used to ensure consistency and accuracy in the transliteration of Arabic words and terms. Number158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)   = â

Long Vocal (i)   = î

Long Vocal (u)   = û

C. Dipthong Vocal

اؤ	= aw
اي	= ay
او	= û
ائ	= î

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRAK

Novantika, Dimas Buinggoro. 2022. Peningkatan Kemampuan Mendengarkan Dengan Menggunakan Teknik Dictogloss di kelas XI MA Bilingual Batu. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd.

Kata Kunci: Teknik Dictogloss, Kemampuan Mendengarkan, Penelitian Tindakan Kelas

Mengajar mendengarkan adalah keterampilan penting yang harus dipahami siswa. Meskipun banyak siswa yang mengalami kesulitan dalam penguasaan keterampilan menyimak, teknik dictogloss dapat menjadi solusi untuk meningkatkan kemampuan menyimaknya. Oleh karena itu, ide ini diusulkan untuk memecahkan masalah dan meningkatkan keterampilan mendengarkan siswa melalui teknik dictogloss.

Penelitian ini dilakukan untuk mengetahui apakah teknik dictogloss mampu meningkatkan keterampilan menyimak siswa di MA Bilingual Batu. Penelitian ini menggunakan penelitian tindakan dengan desain penelitian tindakan kelas, desain tersebut dilakukan untuk menguji efek dari variabel independen terhadap variabel dependen. Siswa dari XI MA Bilingual Batu yang masuk dalam kelas tindakan ada 26 siswa.

Berdasarkan temuan penelitian ini, pendekatan Dictogloss memberikan hasil perbedaan nilai pada setiap siswa pada saat dilakukan pretes dan postes. Terdapat peningkatan yang signifikan antara nilai rata-rata pretes (68,75) dan postes (74,73) dengan rentang nilai rata-rata 5,98. Melihat dari nilai tersebut, dapat disimpulkan bahwa teknik Dictogloss terbukti dapat meningkatkan kemampuan menyimak siswa kelas XI MA Bilingual Batu.

ABSTRACT

Novantika, Dimas Buinggoro. 2022. Enhancing The Listening Skill Using Dictogloss Technique At Eleventh Grade of MA Bilingual Batu. Thesis, English Language Education Department, Faculty of Tarbiyah and Teaching, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Nur Fitria Anggrisia, M.Pd.

Keywords: Dictogloss Technique, Listening Skills, Classroom Action Research

Teaching listening is an important skill that students must understand. Despite many students experiencing difficulties in mastering listening skills, the dictogloss technique can be a solution to improve their listening ability. Therefore, this idea is proposed to solve the problem and improve students' listening skills through the dictogloss technique.

This study was conducted to determine whether the dictogloss technique can improve students listening skills at MA Bilingual Batu. This study used action research with a classroom action research design, the design was conducted to test the effect of the independent variable on the dependent variable. There were 26 students from XI MA Bilingual Batu who were included in the action class.

Based on the findings of this study, the Dictogloss approach provides the results of differences in the scores of each student during the pretest and posttest. There was a significant improvement between the mean score of pre-test (68,75) and that of post-test (74,73) and average score range of 5,98 point. Seeing from these values, it can be concluded that the Dictogloss technique is proven to improve the listening skills of grade XI MA Bilingual Batu students.

مستخلص البحث

نوفانتيكا، ديماس بوئنغوروا. ٢٠٢٢. تعزيز مهارة الاستماع باستخدام تقنية ديكتوغلوس في الصف الحادي عشر في المدرسة الثانوية ثنائية اللغة باتوا. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية و التعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: نور فطرية أنغريسية، الماجستير.

الكلمات المفتاحية : تقنية ديكتوغلوس، مهارات الاستماع، البحث التدخلي في الصف الدراسي.

تعليم المستمع هو مهارة هامة يجب على الطلاب فهمها. على الرغم من أن العديد من الطلاب يواجهون صعوبات في اتقان مهارات الاستماع ، إلا أن تقنية ديكتوغلوس يمكن أن تكون حلاً لتحسين قدراتهم على الاستماع. لذا ، يتم اقتراح هذه الفكرة لحل المشكلة وتحسين مهارات الاستماع لدى الطلاب من خلال تقنية ديكتوغلوس.

تم إجراء هذه الدراسة لتحديد ما إذا كانت تقنية ديكتوغلوس يمكن أن تحسن مهارات الاستماع لدى طلاب في المدرسة الثانوية ثنائية اللغة باتوا. استخدمت هذه الدراسة البحث التطبيقي مع تصميم بحث التدخل في الفصل ، حيث تم إجراء التصميم لاختبار تأثير المتغير المستقل على المتغير المعتمد. تم تضمين (٢٥) طالبًا من الصف الحادي عشر في المدرسة الثانوية ثنائية اللغة باتوا في الفصل التجريبي.

استنادًا إلى نتائج هذه الدراسة ، فإن نهج ديكتوغلوس يوفر نتائج تفاوت في درجات كل طالب خلال الاختبار التمهيدي والاختبار النهائي. هناك تحسن ملحوظ بين المتوسط الحسابي للاختبار التمهيدي (68.75) والاختبار النهائي (74.73) ونطاق الدرجات المتوسط 5.98 نقطة. من خلال رؤية هذه القيم ، يمكن الاستنتاج بأن تقنية ديكتوغلوس مثبتة أنها تحسن مهارات الاستماع لدى طلاب الصف الحادي عشر في المدرسة الثانوية ثنائية اللغة باتوا.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Developing listening skills is one of difficult skill for students. However, they are very important to be willing to implement well. As we all know that a newborn baby, before they start to speak, read, or write, it is very important to start learning a language by paying attention to the voice around them and understanding how that language works. As a result, listening skills become fundamental.

<div align="right" dir="rtl">

وَ اِذَا قُرِئَ الْقُرْاٰنُ فَاسْتَمِعُوْا لَهٗ وَ اَنْصِتُوْا لَعَلَّكُمْ تُرْحَمُوْنَ

</div>

"*So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy*" (Surah Al A'raaf, 7:204).

The research has a foundation as in verse Qur'an above. The verse in question states that when the Qur'an is recited, it is important to listen attentively and reflect upon its teachings so that we may be shown mercy and guidance from Allah. It emphasizes the importance of actively engaging with the Qur'anic text in order to gain its full benefits and blessings. The Holy Quran is an awareness that we need to pay attention to it and understand its meaning. Furthermore, the insight that comes from listening and paying attention to items or information received mercy as a process of transferring knowledge. A newborn baby starts by listening to everything around them. Like a baby trying to talk to their mother and listening, which is the first ability they use. Newborn babies are actively learning through listening. Thus, the knowledge they get can lead to different necessary skills.

Now days, English which is an international language has become one of the main factors of success in competing and interacting between countries. Thus, encouraging the government to develop and foster a strong character through education. In line with Sya & Helmanto (2020) state that it can do so through raising education quality since it is crucial and, at the same time, plays a significant part in the nation's growth.

Moreover, in the current conditions that require a nation to be able to compete with each other in any field. Thus, requiring them to master the international language. Successfully mastering the international language makes it easier for them to communicate and connect with each other in any part of countries. Therefore, with the aim of preparing a generation of nations that are able to compete internationally by mastering English, in line with Akbari (2015) state that English is often regarded as a worldwide language.

With the support of the government who stated that the importance of mastering English for all levels of education in Indonesia. By including the English into the curriculum, government has participated in improving the quality of education.

Due to the government support about improving the quality of education especially in learning English, MA Bilingual Batu have required English into 2 subjects, the first is compulsory English, and the second English interest. In fact, in this school obliged student to use English or Arabic as a colloquize in the school. Listening, speaking, reading, and writing are the four English abilities taught to students.

According to Newton & Nation (2009), Listening is the initial stage for a person to develop natural acquisition abilities of other languages that depend on listening. Listening is the use of language freely, emphasizing the purpose of understanding or the meaning of the utterance Cameron (2001). Therefore, Listening is essential and needs to be incorporated in the classroom or even in the online class due to the students listening to audio and videos.

The teaching and learning of English, however, is constrained by various problems. Islamic boarding schools have rules that prohibit students from bringing electronic devices such as computers and cellphones because these schools are in the vicinity of the Islamic boarding school. but that only applies to students who are also students at Islamic Boarding Schools. Therefore, there is a gap between students who have access to electronic devices and students who do not have access which supports their teaching and learning process. This rule has an impact on how the teacher teaches and how motivated the students are to learn English. Despite providing a clear and understandable explanation, the teacher nevertheless employs a conventional teaching technique. However, the students become disinterested in their studies and feel bored. The English teacher said that sometimes more students slept at the school than paid attention to the teacher's explanations during class. because these students feel tired after going through Islamic boarding school activities before starting learning in the morning. It causes the students' grades to drop. English is essential for gaining access to information, knowledge, the arts, culture, and communication tools in other languages. English is therefore an essential topic in education.

In order to teach and learn English, many schools and educational institutions experience the same challenges as MA Bilingual Batu. In order to make listening lessons more exciting and clearer, researchers chose this learning strategy. Which is called Dictogloss technique to support them in increasing learning effectiveness, especially in using learning techniques that are suitable and easy for students to practice their listening skills. However, most of them were unable to answer the question because to identify any information on the audio, they need tricks or techniques to support them to get any information or idea, and they do not have it.

The researcher believed that the Dictogloss Technique is one solution to the problem faced by students XI IPS 1 MA Bilingual Batu as a simple way to get the main point of the topic or a whole text to support listening skill students.

According to Dzulfikar (2015), Dictogloss is a technique where students will be allowed to rewrite a brief sentence that the teacher has read or via audio with the group that has been formed. Dictogloss is a students work in groups to rebuild the text during a teaching activity that has been heard by noting down keywords and developing them into their versions Wajnryb (1990).

In the Dictogloss Technique, students prepare by defining key ideas and necessary details in the first, second, and third steps. They correct their errors by going through the dictation and reconstruction during the last phase. The fundamental reason for the researcher choosing MA 1 Bilingual Batu as the research subject is that problems dealing with conditions where students are given lessons by the teacher, but the teacher does not always know whether students understand

the lesson well or not so researchers provide other alternatives in improving students' listening skills. The hope is that by following the step of doing the dictogloss Technique, students can get the focus and develop their listening skills.

According to Nunan (1991), the material is one of the real things and apparent aspects of the curriculum. From that statement, we could conclude that the material is critical of learning. The material can be a factor in developing student abilities, for example, especially for teaching using a textbook and anything that could be a creative way to use the material. One of the future items or machines that will assist the teacher in the learning process was media. Since the media is called a facility of the learning process.

Based on the aforementioned issues, it is possible to deduce that listening has its difficulty level based on the subject that carries it out. For students, the problems they faced start from methods that are deemed unsuitable, less attractive, and the lack of a comfortable atmosphere for students, which causes the essence of learning, especially in learning listening, not to be maximally achieved. The problem also came from the material presented that seemed monotonous, did not stimulate students' curiosity in the learning process, and tendency to underutilize alternative learning material other than textbooks prescribed directly by the teacher throughout the teaching-learning process. This is what underlies the researcher to conduct the study. By proving dictogloss technique, effectively solve the problems that students faced, especially in the listening aspect, and creating a comfortable atmosphere before entering the core of learning.

1.2 Research Questions

Several issues raised above prompt the researcher to seek solutions to the issues that students face, thus gaining acceptance among the students to prove whether the dictogloss can enhance students listening skills. The following are the questions that the researchers arranged based on the above problems: "Do the students taught by dictogloss technique is enhancing the listening skills of students at MA Bilingual Batu?".

1.3 Research Objective

This study measures whether the Dictogloss technique can be used to enhancing the listening skills of students in class XI IPS MA Bilingual Batu. If there is an improvement in its implementation, it can be developed to the expert level.

1.4 Significance of the study

Hopefully, the findings of this study will be informative and beneficial. First of all, the researcher hopes that what has been done can still help others by devoting all the knowledge they have and less experience teaching English to research, especially in learning and teaching English. Second, for the students, the writer hopes that through this Technique, no more students are struggling in listening because and it is such a simple way to understanding the information. The researcher hopes it is easy for students to apply. Third, for the teacher, hopes provide them one Technique that can be their alternative way of teaching when facing students with the same problem in teaching listening, also give them the motivation to teach more interesting, attractive, unique, simple, innovative, and teaching English should be enjoyable, particularly in terms of listening skills. The last

one for the other researcher hopes that this research will be their reference in doing research and developing this Technique, particularly with the same subject.

1.5 Limitation of the Study

Researchers focus on looking for changes in students before and after applying the dictogloss technique which is limited to the scope of students' listening skills. Is there an improvement, especially in the XI IPS 1 MA Bilingual Batu.

1.6 Definition of Key Terms

The following meanings are given below to prevent confusion of words used in the study:

1. Listening is the initial stage for a person to develop other languages' natural acquisition abilities that depend on listening Newton & Nation (2009).
2. The Dictogloss Technique is a teaching activity in which students work in groups to recreate the text that they have heard by highlighting significant words and developing them into own versions. Wajnryb (1990).

CHAPTER II

REVIEW OF RELATED LITERATURE REVIEW

This chapter includes information from prior research. The researcher also explores meanings and many ideas relating to the variables in this chapter's researcher. Furthermore, it collects prior information on hypotheses associated to variables in titles such as. Definition of Listening, Type of Listening, Listening in General, Listening Difficulties, Purposes of Teaching Listening, Teaching Listening Strategy, Listening Assessment, Listening for Senior High School, Definition of Dictogloss, Type of Dictogloss Strategy, Advantages and Disadvantages of Dictogloss, The Process of Dictogloss, Previous Study

2.1 Definition of Listening

Listening is one of four fundamental communication abilities. Dista (2017) stated that Listening is a way for people to acquire information as intelligence. The primary method of language acquisition is known to be listening. In learning, the critical purpose of Listening is to promote the interpretation of spoken discourse. Listening is the capacity to hear and comprehend what someone says.

Newton & Nation (2009) also states that Listening is the initial stage for a person to develop other languages' natural acquisition abilities that depend on listening. The listener must build their vocabulary to comprehend the speaker's message. Listening in real time with no potential of repetition indicates that what is said is only heard once under normal situations, but if the listener requests it, the speaker will repeat the message.

According to Nunan (2003) Listening is the process of converting sounds from the smallest meaningful unit (phonemes) to entire text. Therefore, a sequence of words is created which is then processed by the brain so that we are able to understand what is being talked about.

2.2 Listening in General

Before teaching listening, the teacher should first examine the needs of the students, their interests, and, of course, their level, and then the teacher should decide the listening strategy that will be applied.

Teaching listening is often dependent on the student's level and the type of activities associated with an audio recording. Some actual content may be suitable for students if the questions they are given do not need extensive comprehension. Advanced students may profit from scripted material if it is interesting and subtle enough, and the activities associated with it are adequate for their levels.

2.3 Listening Difficulties

Usually, someone will have trouble listening to a reasonably formal discussion topic that forces the listener to understand the formal vocabulary that they rarely hear, or formal terms are not used in everyday conversation. It will be much easier for someone to listen when discussing daily life, such as children's storybooks.

In order to develop listening skills, several things must be done to support the development of listening skills. First, by identifying the topic of discussion and conversation, it will be easier for students to determine the right reaction to it

so that students' listening skills can develop. Second, the ability to predict the development of the topic of discussion. Students are expected to develop this ability to reconstruct the discussion topic from student predictions' results into their version.

2.4 Type of Listening

There are many types of Listening. Hubbardet al in Muthmainnah et al. (2018) divide listening into two types, such as the following:

1. Intensive Listening

   In focused listening, there are two types of exercises that may be distinguished:

   a. Exercise focusing on comprehensive grasp of meaning. It can be done through comprehension questions, summary questions, and a logical issue.

   b. Intensive language listening

2. Extensive Listening

   Extensive listening exercises are ones in which a student is primarily concerned with following a story or determining anything from the text that they are listening to.

2.5 Purposes of Teaching Listening

Teaching listening has two purposes. Harmer (1998), to be specific:

1. To allow students to hear variations and accents rather than just what their teacher says from his or her lips, which has its own quirks.

2. It assists students in developing their linguistic skill or conduct sub-consciously, even if the teacher does not bring attention to its unique trait.

2.6 Teaching Listening Strategy

Listening is an essential ability for communicating in a foreign language. According to several studies, listening skills are the one that are utilized in communication the most frequently out of the four language abilities. As a result, good listening methods and strategies contribute to language learning performance. It's crucial for students to adopt strategies when learning to listen in order to enhance their comprehension. Consequently, teachers are empowered to guide students in developing their listening skills.

Listening is a type of receptive ability in education that requires a specialized technique to achieve the necessary proficiency. The approach in issue is a listening cognitive process strategy, more precisely one that encompasses all mental processing-related activities. The cognitive category includes all of the activities that occur in the brain during learning a foreign language. This group can include deductive reasoning, identifying patterns in sentences, associating, summarizing, organizing ideas, visualizing, and other mental functions. Metacognitive and social listening strategies are just two of many strategies that can be used during listening. All of these techniques aim to improve students' achievements, abilities, and excitement. Of course, the approach employed must be altered to account for the students' conditions as well as the availability of facilities.

For the senior high school level, teaching should meet their interest. At the senior high school level, where teenagers' mood and psychological development significantly impact students' willingness to learn, a learning strategy is necessary to aid students in developing, as in the learning process that is influenced by the conditions of the students themselves.

Hughes (1991) stated that Micro-skills and macro-skills are the two abilities that listening requires. In order to understand what someone is saying, listeners must explain intonation patterns, discern functions and structures, coherence devices, uncover sentence components, and recognize discourse markers. Macro skills need the listener to pay attention to specific details and grasp the essence of what is being said in order to understand what is being said. The listener must carry out the directions or have a general understanding of the material.

2.7 The lesson Plan of Senior High School

A lesson plan comprises a comprehensive and detailed outline of the specific instructional sessions that an educator intends to deliver on a designated day. It is a meticulously crafted document prepared by the teacher to provide guidance and structure for teaching throughout the day. The purpose of a lesson plan is to facilitate effective planning and preparation. Typically, a lesson plan encompasses essential elements such as the lesson title, date, instructional objectives, required instructional materials, and a comprehensive overview of the instructional activities to be employed. Lesson plans hold significant importance as indispensable guidelines for substitute teacher. Ma-

rianne Celce-Murcia, (2001), emphasizes the existence of fundamental principles in lesson planning. She further highlights that coherence, variety, and flexibility from the bedrock of effective teaching. By adhering to these principles, educators can ensure their lesson plans are logically organized, incorporate diverse instructional methods, and can adapt to meet the needs of students and unforeseen circumstances.

   a. A well-designed instructional session exhibits a strong sense of coherence and fluidity.

The lesson demonstrates a cohesive structure, transcending a mere sequence of isolated activities.

   b. A high-quality lesson showcases a diverse range of instructional approaches and strategies.

It is essential for lesson plans to avoid a monotonous pattern and instead introduce variety in instructional design. This entails altering the distribution of teacher-fronted time and student-centered activities across different lessons. Each lesson should encompass a variety of classroom organizational structures, including whole class, small-group, pair, and individual activities.

   c. An effective lesson possesses the attribute of flexibility.

Lesson plans should not serve as rigid instruments that restrict teachers to predetermined actions. Proficient teachers are capable of spontaneous adaptation and recognize when it is necessary to modify an activity, regardless of the prescribed lesson plan. A thought-provoking question posed by a stu-

dent can lead the class in an unforeseen direction, creating valuable "teaching moments" that should not be overlooked.

When determining the type of lesson plan or syllabus to be used, teachers should consider the prevailing curriculum in their country. In present day, the curriculum employed is a school-based curriculum. Consequently, when designing the syllabus and lesson plan, teacher cannot dissociate themselves from the school-based curriculum. The lesson content pertains to mastery of various text type, thus necessitating the adoption of a text-based syllabus model. To effectively implement the lesson program outlined in the syllabus, teacher is required to develop a comprehensive lesson plan.

Text-based syllabus design is a useful resource for language instructors who are working within an outcomes-based curriculum or syllabus framework. It relates to the current shift toward a "whole-text" approach that has affected major language education curriculum and syllabus.

The text-based syllabus, as the name implies, incorporates comprehensive texts as the foundation of its content. Additionally, a crucial characteristic of this syllabus type is the careful selection of content based on learner needs and the desired social contexts learners aim to engage with.

An essential component of this particular syllabus format entails the careful selection of content that corresponds to the specific requirements of learners and the societal environments that they aspire to engage with (Feez & Joyce, 1998). The Australian genre tradition has affected the creation of syl-

labi employing this method, which lays a significant focus on the investigation of social circumstances in which genres are produced, as well as the significance of language within these contexts.

2.7 Listening Assessments

According to Brown (2004) Listening evaluations are classified into two types: formative and summative. Formative evaluation, used by teachers to evaluate students diagnostically, is evaluation that is carried out immediately and casually when students are engaged in the process of studying or listening. An assessment that is needed by a school, institution, or the government, such quizzes, achievement tests, competency tests, and standardized or rigorous testing, is in contrast to formative assessment. Assessments of listening skills must be valid, trustworthy, genuine, and as well as feedback/washback. Brown & Abeywickrama (2010) declare that validity evaluates the measurement's object and level of accuracy. A reliability assessment measures how widely an assessment may be applied. Authenticity is a measurement that reflects to the use of language from everyday life. Washback/feedback is a measurement that gives students helpful suggestions and can affect how they learn.

2.8 Listening for Senior High School

Hence in Muthmainnah et al (2018), teaching listening skills to senior high school students should address their interests, such as:

1. The text must be narrative, procedural, parody, recount, report, news items, descriptive, anecdote, analytical exposition, hortatory exposition, discussion, commentary, and review.

2. Listening can be classified as either informative or interpersonal.

3. In order to address the needs and interests of the students, the teacher should classify their levels, whether they are primary students, intermediate students, or advanced student.

Finally, it is advised that the teacher use the supplemental guidebook and other materials. The audio recording should include multiple listening techniques that measure students' listening abilities in a variety of ways, such as listening to a song, poetry, news, dialogue, dictation, cloze listening, guessing, and so on. Additionally, the student work sheet and other supplemental listening material are focused on the themes and subjects in the student handbook.

2.9 Definition of Dictogloss

Grammar dictation, also called Dictogloss, can be used for students at almost any level of experience from the beginner up to the latter. It incorporates and contextualizes a range of grammatical skills, and it collaborates and requires students in authentic communication. Dictogloss is considered a skill in academic activities that focus on communicating meaning using correct grammar Wajnryb (1990). Wajnryb (1990) states that the Dictogloss Technique is a teaching activity where students work together to reconstruct the text that has been heard by noting down keywords and developing them into

their versions. In dictogloss, emphasizing the difference in meaning from the original text is a process that students must do by rearranging short texts from listening together in small groups to have close meaning to the original text.

2.10 The Type of Dictogloss Strategy

The term Dictogloss is derived from the English language and consists of two words: dicto or dictate, which implies dictation, and gloss, which indicates interpretation. This approach, according to the author, is a hybrid of two techniques: dictation and interpretation. Students must interpret the wording of the stories they have heard once the text is read aloud to them.

2.11 Advantages of Dictogloss Strategy

According to Asrifan & Yakin (2018), several advantages over other listening instruction approaches for students. Some of them are as follows:

a. This guarantees that individual and group techniques may be successfully combined,

b. The strategy allows students to develop their communication abilities,

c. Dictogloss is the phase in which students rebuild their thoughts by recognizing their vocabulary mastery's strengths and flaws and enhancing students' knowledge of the target language,

d. rather than receiving information from the teacher to rebuild the text, resulting in students' decreasing ability to evaluate and iden-

tify information, students are required to re-construct the text with the group,

    e.   Dictogloss is an interesting learning approach for students in the teaching and assessment of listening skills.

    f.   Working in groups is intended to boost self-confidence, as the outcomes of their reconstruction of the text must be performed in front of a smaller audience later on.

Several disadvantages of Dictogloss emerge throughout the learning process. According to Vasiljevic (2010), Students with low levels will have difficulty practicing the method, and it is possible that it will not appeal all students. Vasiljevic (2010) states that students are familiar with the dictation learning approach that makes students write every word dictated by their teacher, so the Dictogloss method is difficult to apply. Teachers need to teach students more often to acquaint them with the Dictogloss approach since preparing and implementing the Dictogloss technique takes a long time.

2.12 Disadvantage of Dictogloss

Aside from the benefits mentioned above, there are some disadvantages. of Dictogloss as set out by Alderson (1997) in Dista (2017) as follows:

    a.   Dictogloss requires a significant amount of time to implement effectively in the teaching and learning processes.

    b.   It might not be as successful with lower-level students.

c. If the dictation is not captured on tape, the test will be less reliable since various readers will deliver the text at varying speeds.

d. Dictogloss does not assist students in understanding the distinction between oral and written language because dictation is composed of written passages that are read aloud.

e. If the book used was designed to be read aloud rather than spoken in dialogue, the activities may be impractical.

Dictogloss has been utilized in language acquisition for a variety of purposes. However, there are always benefits and drawbacks to using Dictogloss. The greatest drawback is that students who are inexperienced with this teaching method may desire to jot down every word spoken. Furthermore, students may be hesitant to discuss and or edit their material in front of other groups.

2.13 The process of Dictogloss

Several research have looked at some of the steps that characterize dictogloss as a novel method of learning a second language. In addition, Shak (2006) in Rahmi (2016) described in her study of children using Dictogloss to focus on form five fundamental steps (listening, observing, action, checking, and writing) that may be utilized in the teaching/learning process as follows:

a. The teacher prepares students for the topic of the dictogloss text through narrative and whole-class discussion during the listening stage.

b. Students use the noting stage when they take notes after listening to a text for the second time at regular speed.

c. The activity stage is when students collaborate in small groups to generate the lesson text.

d. It is utilized in the checking stage to assess and compare the learner's writing versions in a full class environment, and to determine if they are on the correct track.

e. The writing stage is specifically designed to provide learners with the chance to create a similar piece on their own and exhibit what they have learned from the reading.

2.14 Previous Study

The first study comes from Muthmainnah et al (2018), examine The Use of Dictogloss Technique on ELT Classroom: An Experiment Study of Students Listening Comprehension. This research participants were 48 students of eighth-grade students (VIII) of SMP Negeri 3 Dua Pitue in 2014-2015 academic years. This research was conducted by doing quasi-classroom action to give a treatment. Moreover, A listening test was utilized as the tool in this study to collect data. The results of data analysis showed the mean score of classroom action groups got (77.0) and while the control group got (63.3) There was a substantial difference between students who used Dicto-

gloss to teach and those who did not use Dictogloss to teach. The t-test value for students who were taught using the Dictogloss approach was lower than the t-table in the pre-test, but following treatment, the post-test t-test value rose higher than the t-table. It suggests that there was a beneficial effect while employing the dictogloss approach to educate.

The second study comes from, Rahmi (2016) examine the effectiveness of dictogloss technique in teaching listening at SMPN 2 Mesjid Raya. The researcher did not mention the number of participants in the study, but only mentioned two classes that would become participants. The researcher in this study collected data through classroom action teaching. The data analysis after implementation of dictogloss technique were 57 for pre-test, and post-test 77. The result shows that the Dictogloss technique that was taught in this study gave a positive result. The pre-test results after conducting the research showed an improvement that proved the Dictogloss technique was effective for improving students' listening skills.

Third, Alfian (2018) studied increasing the students' listening comprehension by using dictogloss method at eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung. The participant of this study were 29 students. CAR was used to conduct this study, and data were gathered through documentation, observation, field notes, interviews, and tests. Student's average score in pre-test and post-test 1 was from 56,20 to 69,31 or improved 13,11 while in post-test 1 and 2 was from 69,31 to 78,62 or im-

proved 9,31. This research shows that this method is proven to improve students' listening comprehension from the pre-test and post-test results, which show positive things, namely an increase in the value of the results after conducting research using the Dictogloss method.

From the three previous studied, there are points that have similarities with this study. The listening skill and the Dictogloss approach were found to be equivalent in terms of English competence and learning strategy. Whereas the differences are in the issue being examined, the context of the time and location, and some of the research methods utilized. First, based on the subject of the study, all samples in two prior studies were at the junior high school level, and one was at the senior high school level, whereas this research was at the senior high school level. Second, the location of two prior studies was a public school, one of which was an Islamic School at the senior high school level, whereas this study was conducted at an Islamic senior high school. Third, all of the studies were conducted at distinct times. Four, all previous studies employed a different approach, such as from classroom action research in junior high school, classroom action research (CAR) in senior high school, and quasi classroom action in junior high school. While this research was used quasi classroom action at level senior high school. These distinctions may result in a different research outcome. These gaps are a very significant differentiator of this research from others. As a result, this study was worthwhile.

CHAPTER III

METHODOLOGY

This chapter gives an in-depth overview of research procedures that demonstrate how the researcher collects data using the approach he picked. Included in this chapter are the research design, subject of study, research instruments, data collection, treatments, procedure of intervention, and data analysis.

3.1 Research Design

This research is categorized into action research. Action research is used in this research because the purpose of this research is to enhancing student listening skills by using digtogloss technique. "Action research is a process in which subject examine their own educational practice systematically and carefully using research techniques (Ferance, 2000). In addition, other studies also state that action research is the application of fact finding to practical problem solving in social situations with a view to improving the quality of action. Sosial situation with a view to improving the quality of the action there, including collaboration and cooperation between researchers, practitioners, and lay people. Through this research it is hoped that researchers will engage closely with their own practice and gain a better understanding of students a better understanding of the students ability levels. Therefore, researchers will know exactly what to do and how (Burns, 1999:30).

This researcher is an action research that isn't just testing hypotheses or solving problem, but a process of change to be better condition in the

classroom. This research began with the need to enhancing listening skills for the subjects of this study. That is, this action doesn't only start from the view of the problem that the subject. It's hoped that with this action improvements will occur and the steps to make improvements will become clear.

The researcher decides to use a Classroom Action Research (CAR) as research design. Action research is any systematic inquiry conducted by teacher researchers principals school counselors or other stakeholders in the teaching/learning environment to gather information about how their particular school teaches and how well its students learn. In the teaching process to improve the educational method.

Definition action research as research conducted by practitioners to improve and better understand their professional practice (Cameron Jones, 1983). According to Allright and Bailey (1991 : 2) it is a classroom research center and only attempts to study what actually happens in the classroom. He considers classroom interaction as the only subject worthy of research.

This research project uses classroom action research (CAR) which is divided into three phases: plan act observe and reflect. The researcher draws on research into classroom behavior based on advice from Kurt Lewin. It consists of two cycles where each cycle contains four steps are planning, acting, observing, and reflecting design work observes and thinks. This is the first and second cycle each cycle is a series of closely related activities.

Among them the realization of the second cycle is the continuation and resto-

ration of the first cycle.

The conceptual framework underlying this research is shown in the following

diagram:

Table 3. 1 The Illustration of Classroom Action Research design

AC	P1	X1	O1	R1
BC	P2	X2	O2	R2

Description of research table design:

AC   : Cycle 1 in classroom action
BC   : Cycle 2 in classroom action
P1   : Planning for Cycle 1
P2   : Planning for Cycle 2
X1   : Treatment using Dictogloss Technique for Cycle 1
X2   : Treatment using Dictogloss Technique for Cycle 2
O1   : Observing for Cycle 1
O2   : Observing for Cycle 2
R1   : Reflecting for Cycle 1
R2   : Reflecting for Cycle 2

The conceptual framework above shows that researchers apply the Dic-

togloss Technique to solve student problems in listening skills. In the acting

phase, the action group was treated with pre-tests and post-tests. If the first

cycle of classroom action research using the Kurt Lewin design has been

completed but problems are still founded, it is necessary to continue to the

second cycle with the same concept as the first cycle are planning, acting, ob-

serving, and reflecting.

There were two factors in this study. During this study, the researcher employed the Dictogloss method as the independent variable and student listening ability as the dependent variable. This research focused on observing the student's listening skill of the action class treated with dictogloss technique, and then the researcher analyzed student's development through the tests results.

3.2 Subject of the Study

This research will be conducted in one classes as the subject of the research which was eleventh grade of MA Bilingual Batu. And the research population from students XI IPS 1 MA Bilingual Batu as action class and there were 26 students in XI IPS 1. According to the observations, XI IPS 1 have the qualities in terms of ability, are in the same grade level, and are taught by the same teacher.

3.3 Research Instrument

The researcher used instruments for collecting data. There were interview questions, field notes, and students test. The right instrument will affect the research objectives, namely is enhancing listening skill by using the dictogloss technique in class XI IPS 1 MA Bilingual Batu. In classroom action research, the researcher decided to use a test divided into pre-test and post-test.

The instrument used in this study was the Dictogloss Strategy or known as the core instrument is collaborative reconstruction, which includes pre- and post-testing. The Dictogloss tests were given to students in the form of a writ-

ten test in which They re-create or reconstruct a text that they have heard multiple times, taken notes on, and discussed with their companions without looking at the text. Students negotiate meaning as they work with partners to rebuild it, debating the content and how it was conveyed in the original text, and finally deciding on how the text should be reconstructed such that its meaning closely approaches that of the original text. The researcher gave students 40 minutes to reassemble the text. The researcher's rating approach is based on primary trait scoring according to Weigle (2002) in Brown (2004) primary characteristic scoring focuses on how youngsters can write within a narrow spectrum of speech.

According to Lloyd-jones (1977) in Brown (2004) suggested that there is a scale that ranges from zero to four, with zero representing no response or a fragmented response, and four representing a situation where the purpose is clearly and convincingly accomplished. The benefit of using this method is that it focuses on the function of the text, allowing both the writer and evaluator to focus on that aspect. Students are given a score based on their ability to recreate the text as closely as possible to the original. If all the assessment categories are scored as 4 (very good), then the total score would be 20, which is the highest possible score.

Table 3. 2 Listening Rubric

Listening				
	Area of concern 1 pts	Needs work 2 pts	Good 3 pts	Very good 4 pts
Ability to focus	Area of con-	Needs work	Good	Very good

	cern The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the test.
General understanding	Area of concern Student did not understand enough vocabulary or information that has been read aloud.	Needs work While the student did not understand a lot of the vocabulary and information, he/she was able to complete some part of the text.	Good The student showed a good general understanding of the vocabulary and information, with most complete text.	Very good The student showed a very good general understanding of all vocabulary and information, completing all the text.
Listening for details	Area of concern Student was unable to grasp specific details when listening, and did not include them in their worksheets.	Needs work Although the student showed a limited ability to listen for details, specific information was occasionally included.	Good The student was able to include most specific information and details in his/her worksheets.	Very good The student included all the specific information and details in his/her worksheets.
Accuracy of answer	Area of concern The student's worksheets were mostly left out or unrelated to the	Needs work The student included a small amount of information. however, a lot was left out	Good Answers were mostly accurate and related to the information given, with an only a few er-	Very good The content was always accurate and related to the information given.

	information given.	or was not accurate.	rors.	

3.4 Data Collection

The researcher employed a method of data collection that involved administering a test before and after an event or treatment, and using the scores from these tests as the data. The details of the data collection technique are described below:

3.4.1   Pre-test

All student at the action class were given the pre-test before any treatment was administered to them. The methodology employed in administering the pre-test to the students involved the following steps: 1) The instructor distributed a sheet of paper to 26 students participated in the pre-test. 2) The students were provided with instructions on how to complete the test. The task assigned to the students was in the form of a collaborative reconstruction or dictogloss test. The students were tasked with re-creating or reconstructing a text that they had listened to several times, without reference to the spoken text. The text in question was entitled "Why people move to suburbs from the cities" and the students were instructed to take notes during the listening. 3) The instructor repeatedly read the original text and the students worked to reconstruct it by attempting to understand the content and how it was expressed in the original text. They were then required to decide on how the text should be reconstructed so that the meaning is as close as possible to the original text.

The text should be reconstructed in a way that accurately captures the meaning of the original text as closely as possible. 4) The students were allotted a duration of 40 minutes to work on the task individually, on their own papers. 5) after the test students submitted their work to the teacher. 7) The researcher then proceeded to analyze the results of the pre-test.

3.4.2 Post-test

The post-test was administered after the treatment, with class receiving treatment utilizing the dictogloss method. This test was used to measure student's improvement on listening skill and their score after the treatment were given. Then the procedure of post-test for the students were; 1) the teacher asked 26 students in the action class to provide a piece of paper. 2) the teacher explained about the test same as the pre-test that they have done. 3) the teacher was read the original text for several times in and the students work to reconstruct it by finding the correct meaning, tried to think the content and how it was expressed in the original text, and eventually deciding to how the text should be reconstructed so that it's meaning closely resembles that of the original text. text should be reconstructed so that it's meaning closely resembles that of the original text. 4) The students have 40 minutes to work on their paper individually. 5) After the test students submitted their work to the teacher. 7) The researcher analyzed the result of the pre-test.

3.4.3 Observation sheets

To document the teaching and learning process, observation sheets were employed. The observation sheets were referred to by putting a checkmark next to statements about the teaching and learning process that were completed.

3.5 Treatments

To test the enhance of Dictogloss of listening skill through, the classroom action was treated by teaching technique named Dictogloss for the learning process. The treatment was conducted four times during this study. Those were on Monday, August 8th, 15th, 22th, and 29th, 2022. In this study, researchers have made efforts in utilizing the time given by the school in providing special treatment to action class students. Each treatment applied the same teaching technique which was Dictogloss technique in order to enhance students listening skill through their paper result (score). The teaching process was structured to include pre-activities, activities while undergoing treatment, and post-activities. In each treatment process, students have been given different topics but still use the Dictogloss Technique. During the first treatment session, the students were presented with a reading text entitled "Why People Move to Suburbs From Cities". The second meeting focused on a text entitled "Bullying: A Cancer that must be Eradicated", the third meeting focused on "President Sukarno of Indonesia", and the final treatment session covered a text entitled " Why People Move to Suburbs From Cities". The

details of the treatment situation, including the processes of teaching, are described within the study:

Table 3. 3 Treatment Process

No	Aspect	Teacher's Activity	Student's Activity
1	**Pre-listening activities**	• The teacher ask chief to lead a prayer before the lesson begins.	• The students responded the teacher instructions.
		• The teacher plays the song in order to grab student's interest and boosted their mood.	• The students listened to the music.
		• The teacher introduced the topic to be discussed to the students, and presented visual aids, such as pictures, related to the topic. Also mention some of vocabulary about the picture and give a chance the students to try translating it.	• The students give their statement about the picture and try to translate the vocabulary.
		• The teacher also explained the learning objectives for the students.	• The students actively participated in the class by following the teacher's instructions.
2	e n i	• The teacher discussed	• The students followed

		the learning strategy, start by explaining what is Dictogloss about and the strategy how to reconstruct the text by using dictogloss technique.	the discussion while preparing a piece of paper
		• The teacher explained how the leaning processed begun.	• The students paid attention on the instruction.
		• The teacher gave students the opportunity to listen carefully to the text to be read out 2 or 3 times. During the first text reading, the students were instructed to listen carefully without taking notes.	• The students listened to the text reading without taking notes
		• As the teacher read the text again, and in subsequent readings, the teacher gave the students permission to taking notes the important points of the text read aloud.	• The students were taking notes the important point of the text.

		• The teacher forms several groups for students to discussed, exchange ideas and exchange information related to the reading text that has been read aloud.	• The students worked collaboratively to process and make sense of the information obtained regarding the original text that had been read aloud.
		• The teacher closely monitored the process of students reconstructing the text	• Students try to reconstruct the reading text by combining the information that has been collected
		• The teacher supervised student's presentation by holding the original text as a reference in correcting the results of student presentations	• Students present the results of the reconstruction of their text which is dated close to the original text that has been read aloud.
		• Teachers read out the original text to reference students to correct their work	• Students paid attention while correcting the work of other groups
		• The teacher emphasized the terminology, content analysis, and linguistic components. Including	• Students paid attention to the teacher's explanation.

		how to understand the text using dictogloss technique, how to recon-struct the text close to the original text just by students listening.	
3.	Post-Listening Activity	• The teacher randomly questioned the students on the topics that had been mentioned in his explanations and their discussions.	• The students were given the opportunity to an-swer any related ques-tions
		• The teacher encouraged the students to review and reflect on the lessons they had learned.	• The students came to conclusions based on their understanding and comprehension of the material.
		• The teacher provided the students feedback on their efforts as well as praise and rewards.	• The students provided feedback and responses to the teacher, regarding the lessons they had learned.
		• The teacher explained the lesson plan for the next meeting and lead to pray	• Students paid attention and start pray

3.6 The Procedures of Intervention

The procedures of intervention used in the classroom action detail in this section of the study. The intervention in the listening learning process was carried out by using Dictogloss technique as a learning strategy. Four meetings were allocated to the Dictogloss treatments with the goal of enhancing students' listening skill.

This research uses a classroom action. So in this case, the researcher used two cycles and uses Dictogloss Technique with 4 meeting in two cycle were used different title of the text.

For the planning phase, the researcher provided the materials for the reading text that were taken from teacher's handbook, and the researcher delivered the treatment taking into account the abilities of the students. The selection of reading texts used in the treatment process by the researcher is based on reading texts or subject matter that has not been learned by students at the beginning of the semester and the topic was about explanation.

For the acting or implementation phase, the researcher selected texts that were appropriate for the topic and the treatment was conducted for a total of four sessions. First meeting a text entitled "Why People Move to Suburbs From Cities", second meeting a text entitled "Bullying: A cancer that must be eradicated", third meeting the researcher used a text entitled "President Sukarno of Indonesia", for the last meeting the researcher prepared a text entitled "Why People Move to Suburbs From Cities".

Those text were used as the material of the treatments which was accordance to the teacher's hand book of eleventh grade of senior high school. Each treatment included pre-, during-, and post listening activity was presented in a teaching scenario. The activities were designed to improve the students' listening skills through the use of the dictogloss technique, which emphasizes the practice of grammatical structure. The activities also provided opportunities for students to practice other skills, such as writing, speaking, and the use of vocabulary and grammar, in order to complete the task.

For the observation phase, it was a technique of way to collecting data. All student at classroom action are participated in pre- and post-tests as part of the study in order to measure the progress or the effect of the treatments. The pre-test serves as a baseline measurement of the students' current level of understanding and proficiency, while the post-test measures the students' progress and ability to retain the information after the treatment. However, while the classroom action received treatments, the control class used the conventional teaching technique to discuss the same topic (explanation).

Therefore, reflection phase mean to refer to analyzing the result based on the collected data to determine the next course of action for the nect cycle. If the first cycle of classroom action research using the Kurt Lewin design has been completed but problems are still founded, it is necessary to continue to the second cycle with the same concept as the first cycle are planning, acting, observing, and reflecting.

3.7 Data Analysis

As stated by Ary et al. (2015) data collected from participants must be analyzed in order to extract useful information and insights. The pre- and post-test scores of the students were used to collect data for this study, which was then reviewed by the researcher using statistical tools (SPSS). This action class research's data was statistically analyzed to produce evidence that either supports or refutes the research hypothesis. In order to compare the listening test results of students who used the Dictogloss approach as a learning strategy with those who did not, the researcher employed quantitative data analysis technique. Data analysis results indicated that the Dictogloss technique can enhancing students' listening skills.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings, including the analysis of data and discussion. It includes a description of the data, and the data analysis. The aim of this chapter is to provide a thorough examination of the collected data and to analyze it in order to answer the research question.

4.1 Research Findings

This subchapter includes the presentation of the numerical results obtained from the pre-test and post-test administered to the classroom action. In the study, subject uses Class XI IPS 1 had 26 students was from the eleventh grade at MA Bilingual Batu. The data is presented in a clear and organized manner, allowing for easy interpretation and understanding of the findings.

In this study, several procedure was carried out to solve the problem. These procedures are planning, acting, observating, and reflecting. In the planning stage, several steps were taken to determine the problem. Fist, the English teacher was interviewed to find problem in the teaching and learning process. This was done to get the most suitable class to conduct the research. Second, observation was conducted in class XI IPS 1 at MA Bilingual Batu. Third, the English teacher and students was interviewed again to confirm the data obtained from the observation. After that, the researcher planned the action that might be implemented to overcome the existing problem.

At the action stage, the dictogloss technique was applied in the teaching and learning process of listening. During the implementation, the researcher and English teacher observed the condition of teaching and learning process. This was done to determinde student response and the impact of the action taken. The implementation of the action was carried out in two cycles. The action was carried out in two cycles. In the last stage, reflection was done on each meeting and each cycle. Reflection is done to evaluate the action and to solve problems that arose during the action.

From the results of interviews with English teachers related to the application of dictogloss techniques in the classroom, there are several opinions. In addition, there are also obstacles when English teachers apply these techniques to students. This can be seen from the excerpt of the interview transcript below.

Vignette ("R" is the research and "ET" is english teacher)

R : What do you think about the Ditocgloss learning technique after application in action class?

ET : My first opinion, it goes back to the student's ability. In the past, because we at MA Bilingual Batu City, the focus or main activities were more on speaking, so usually for listening skills we use barcodes through books that have been provided by the school. So it's like that. From there they can barcode and listen directly to native speakers. Now for this dictogloss technique, frankly, it is new to us and thank you Mas Dimas for giving us the opportunity. Especially me as an English

teacher to use this technique. It turns out that they tend to be easier to capture what is conveyed by English teachers than they directly listen to QR codes from sources or native speakers for whose listening skills become like that. There are also those who feel foreign, that means they still haven't gotten something similar when they were in junior high school or MTS so for them some maybe this is normal but for those who some also have new things but the majority of the students I teach in class, they say that it's easier and easier to accept, The results of the application of Dictogloss may be later you can immediately see for yourself from the students I have included there.

4.1.1 Implementation of Cycle 1

a) Planning

In this planning session, researchers determine the form of pre-test and dictogloss techniques that will be applied to Cycle I. Then, the researcher design assessment instruments, lesson plans, and materials. After that, researchers and teachers discuss the lesson plan and material by reviewing whether it is in accordance with the Lesson Plan (RPP). The pretest aims to gather information about students' current listening skills.

Such actions allow students to increase student motivation to learn and improve their listening skills. Dictogloss technique

selected because it is an interesting activity to improve students' listening skills.

In applying dictogloss techniques to the learning process of listening, here are some procedures that can be:

1. Choose PRP-compliant text material to retain the students willingness to understand the text. The text used for the pretest in the first cycle is "Why People Move To Suburbs From Cities". In the first cycle does not provide images that match the text, images will be given during the second cycle.

2. Develop narrative texts into material by creating tasks related to dictogloss technique.

3. Develop a grid of courses and assessments for students.

4. The lesson plan is created based on the course grid.

b) Acting and Observing

Before the cycle started, researchers made self-introductions to students of grade XI Social Studies 1 MA Bilingual Batu. Next, explain the aims and objectives of research related to action class research. The next step, all students are given directions to prepare a piece of paper for the pretest activity. Then, English teachers and researchers prepare texts that will be tested by being read by teachers to later reconstruct the text.

The pretest was held at the first meeting of the first cycle, Monday, August 8, 2022. The text used for pretest work is Why people Move to Suburbs From Cities. At this first meeting and the recording of this first text, students were asked to listen carefully and carefully, and were asked not to record anything before there was a cue. The reading of the text is carried out for 3 times. In the second and third readings of the text, then students may while recording what is heard from what has been dictated by the English teacher. At the end of this first meeting, students are individually asked to reconstruct the dictated text.

The second meeting continued the activities from the first meeting. Just like the first meeting, students will be given a different but text that has been prepared by teachers and researchers. After that, students are given a deeper explanation about the dictogloss technique how, whether there are certain conditions that can help students to be able to reconstruct the text.

The second meeting was held on Monday, August 15, 2022 using a text entitled Bullying: A Cancer That Must Be Eradicate. Before the start of learning, teachers and researchers allude to the text at the first meeting.

In this second meeting, students were given tips such as how to record important points in a text or in other words given advice. The flow of activities is the same as the first meeting. It's

just that the text is different. Students are still required to take notes individually even if working in groups or small teams in class. Then, each group was given time to reconstruct the text and present it in front of the class after dictating the text 3 times. It is hoped that all groups who do not present listen and assess whether the constructed text is appropriate or something is missing.

c) Reflecting

The implementation of the dictogloss technique in the first meeting in cycle 1 was carried out on Monday, August 8 and August 15, 2022. After implementation, the next step is the reflection stage. Dictogloss technique In the first cycle, students still ask to repeat reading the text up to 3 times. In addition, the drawback in cycle 1 is that students are less able to follow the language used even though the text used for testing is within the limits of student ability. The text used is taken from the students' own study books.

4.1.2 Implementation of Cycle 2

The students in the classroom action was provided with lessons using the Dictogloss technique to enhance their listening abilities. This second cycle aims to explore again how to use the dictogloss technique. In short, it can be how students focus and understand the dictogloss technique.

a) Planning

At the third meeting in the second cycle, the process of activities carried out is the same as in the first cycle. Here the difference is that before reading the text, all students are reminded to focus more on the listening process. In other words, it is not noisy which can interfere with hearing function or concentration to reconstruct.

Researchers and English teachers discuss to choose other actions to improve students. Then, the results agree and plan to implement the action in the second cycle. Researchers and English teachers decided to add new measures to increase student motivation by using drawing before applying the technique. The plan for cycle 2 could be summarized as follows:

a) Dictogloss techniques to improve students' listening skills

b) Give a pictures to stimulate students about the text

b) Acting and Observating

The third meeting was held on Monday, August 22, 2022 using the text title President Soekarno of Indonesian. In this meeting, students are not only told to listen, but given another stimulus, namely an image that matches the title of the text.

At this meeting, the text is only read a maximum of two times. The first reading of the text the student hears only and the second the reading of the text the student hears and takes notes.

After that, the final stage is the same as the first meeting, which is to present the results of the reconstruction of the text with the group in front of the class. Likewise, groups that do not advance, are expected to listen to these results.

The fourth meeting in cycle two was held on Monday, August 29, 2022. At the fourth or final meeting, students are asked to listen to the text that has been read aloud as focused as possible. The flow of activities is the same as the previous meeting. The text given at the last meeting was the same as the pretest question at the first meeting.

Then, after the reading from the teacher is over, students as usual are given time to reconstruct the text individually, instead of being with the group again. After all the processes once, collect the results of reconstruction. Then the reconstruction results are completed, the answer sheet results on the sheets are collected on the teacher's desk.

c) Reflecting

In this cycle, the researcher didn't found any significant problem. The student participation was increased, work was good, and more cooperative. They are listening ability improved. In conclusion, the student listening skill can be enhance by using the dictogloss technique.

4.1.3 Data of Classroom action

The students in the classroom action was provided with lessons using the Dictogloss technique to enhance their listening abilities. So, the result of this research show whether Dictogloss technique was can or not to enhance student's listening. The table below displays the results for classroom action is divided into two sections, one for the pre-test and one for the post-test, showing the results for each group before and after the instruction or treatment was given.

Table 4. 1 Student's Score Classroom Action

NO	Subject	Pre-test Score	Post-test Score
1	AMZ	69	81
2	OAP	56	69
3	NIA	81	87,5
4	SA	56	69
5	NA	69	75
6	CI	62,5	69
7	FF	81	87,5
8	CPN	62,5	69
9	SF	62,5	62,5
10	ANR	62,5	69
11	NA	75	94
12	ET	56	62,5
13	SF	69	75
14	FMN	94	94
15	QD	69	81
16	IAA	56	56
17	AAF	56	43
18	AW	87,5	94
19	AP	69	81
20	SDM	50	56
21	MAA	75	81
22	AE	75	81
23	MI	69	75
24	SDW	62,5	62,5
25	LR	87,5	87,5
26	TF	75	81

Σ	1787,5	1943
Average Score	68,75	74,73

Table 4.1 illustrates that the classroom action high pre-test score was 94, the lowest was 50, and the average score was (68.75). The table shows that the average score on the post-test for the classroom action was (74.73) and the highest score was 94 and the lowest score was 43. The information, which includes the highest, lowest, and average results for each student, the table illustrates the progress in scores between the pre-test and post-test for the classroom action. The table clearly indicates that the classroom action has shown a substantial improvement in the pre-test and post-test average scores, with a range of 6 points and an average score range of 5.98 points higher.

4.2 Analysis of the Implementation

The implementation of the action in this research was over. Based on the action, observation, and reflection, the finding are found as the following.

- First, dictogloss technique is found effective to enhance the students listening skill. By using technique in listening, the students was able to find any detail information by following the steps in dictogloss technique.
- Second, dictogloss technique is found to be effective to enhance the students motivation in listening. This technique increased the students curiosity in listening. They're motivated to know the content of the test.

- Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation.

- Fourth, the topic of the text influenced and supported the implementation of dictogloss technique. When the topic was not interesting for the students, they became lazy and seemed difficult to listen the text. However, when the topic was interesting for the students, they would listen the text carefully and tried to understand the text well.

- And the last, implementastion of dictogloss technique give positive effect to students listening skill. After the students implemented dictogloss technique, they were able to understand text better than before.

From the application of the dictogloss technique to XI IPS 1 MA Bilingual Batu students, students understood and began to understand the new vocabulary from two cycles. such as bruises, abdomen, teased, plight, rushed, scourge, outstripped, statesmanship, and etc.

4.3 Analysis of the Data

The result of the pretest and postest above at table 4.1 showed the difference between the result of pretest and posttest. The mean of the pretest was 68.7, meanwhile the mean of posttest was 74.73. It means, that the mean average score range is 5.98 from 26 students. From the result above, it could be concluded that dictogloss technique could enhance the student listening skillls at eleventh grade of MA Bilingual Batu.

4.4 Discussion

Several studies have shown that the Dictogloss technique is beneficial in enhancing students' listening ability. Researchers use the Dictogloss technique to improve students' listening ability. The major goal of this study was to look at the effect of Dictogloss approach in enhancing the listening abilities of eleventh-grade students at MA Bilingual Batu.

Based on the findings of this study, the researcher concludes that using the Dictogloss approach has a substantial impact on boosting students' concentration levels throughout the teaching and learning process, as well as improving their listening abilities. The pre- and post-test scores, as well as the description of post-test scores the classroom action, all show that students in the classroom action who got Dictogloss treatments. The data also supports the conclusion that the Dictogloss technique was effective in improving the listening abilities and the results of the study provide evidence that the Dictogloss technique was effective method for improving students' listening skills and increasing their focus levels during the learning process. The data imply that the Dictogloss approach was effective in enhancing the listening abilities of students in class XI IPS MA Bilingual Batu. This result is based on pre-test and post-test scores, as well as a description of post-test scores classroom action. As a result, the Dictogloss approach maybe not the best option but still good for enhancing students' listening abilities in class XI MA Bilingual Batu.

However, there is an interview that conducted by researchers with Mister Asa, an English teacher, at a XI IPS MA Bilingual Batu. From the data, the interviews discussed the dictogloss learning techniques that have been used in classroom action. The informant's understanding of the dictogoss learning technique is a technique used to measure students' listening skills, whether students, when dictated by their teacher, can write it correctly or not, so this technique has something to do with the way they write.

Furthermore, according to the informant, there is a difference when they learn listening to native speakers and when they learn listening to an English teacher. Students tend to more easily catch what is conveyed by the English teacher than the native speakers they listen to through the QR code from the textbook that is already available therein.

It also stated that there were no obstacles encountered when using the dictogloss technique in classroom action, only technical difficulties when encountering or listening to words in English that were uncommon words, which, perhaps, had to be repeated many times. However, this has previously been mutually agreed between the teacher and the student. The teacher will only repeat it three times, both common words and content words. For the rest, there is no tolerance for repeating the words that have been spoken.

Furthermore, the dictogloss technique applied at MA Bilingual Batu always carries out an evaluation, by asking for suggestions or asking to conclude, reflect again, or review, whether there are any obstacles during learning using the technique or not. The students also said that they liked or en-

joyed learning listening in English class by listening to speakers from their English teacher rather than listening to native speakers. So, this dictogoss learning technique is considered very helpful.

Then, the use of the dictogloss technique can sometimes help students, but it also needs to be reduced or this technique can be used only at certain times. Students also need to be trained to listen to English from native speakers. So that they understand and compare the differences in pronunciation or pronunciation between native speakers and those who are not. Therefore, sometimes the use of the dictogloss technique is good to apply in learning techniques in listening classes, but there are times when it needs to be reduced.

This study and previous research is that the results of this study were satisfactory in the sense that the Dictogloss technique was proven to be able to improve students' listening skills, even if the subject of this research has a combination of modern school and Islamic boarding school where some students with Islamic boarding students are prohibited to use gadgets during school and other hostel activities. so that several things that support the teaching and learning process of students are constrained by these regulations. One example of supporting student teaching and learning that can be accessed by students who do not have an Islamic boarding school background is the use of gadgets in the teaching and learning process. In using this gadget there are more features related to learning that can help students get more information or a fun learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the research draws conclusions and offers suggestions based on the findings and analysis presented in the previous chapter. This chapter also highlights any limitations of the study and how they could be addressed in future research.

5.1 Conslusion

Based on the study's findings, the researchers came to the conclusion that the Dictogloss technique was critical for enhancing students' English listening skills at MA Bilingual Batu. With (Asrifan & Yakin, 2018) assertion that there are lots of benefits, we can prove this using Dictogloss technique to improve student's listening skill Some of them are, a) This ensures that individual and group practices can be merged effectively, b) The technique enables learners to improve their communicative skills, c) Dictogloss is the phase where students reconstruct their ideas by identifying the strengths and weaknesses of their vocabulary mastery and increasing students' awareness of the target language, d) rather than getting information from the teacher to reconstruct the text, which results in a decreased ability to analyze and identify information by students, so that students are expected to reconstruct the text with the group, e) in teaching listening and assessment of listening skills, dictogloss presents an exciting learning technique for students and, f) The purpose of working in groups is to increase self-confidence, which later their results reconstructing the text must be performed to a smaller audience.

The researcher additionally relates statistical data findings to this theory:

1) The results of the classroom action indicated a significant improvement in scores from the pre-test to the post-test for the class under examination. The pre-test scores for the class under examination exhibited a wide range, with the highest score being 94 and the lowest score being 50. The mean score was 68.75, the median score was 69, and the mode of the scores was also 69. In contrast, the post-test results demonstrated an improvement in scores as compared to the pre-test. The mean score for the post-test was 74.73, the median score was 75, and the mode of the scores was 81. Additionally, the highest score achieved on the post-test was 94 and the lowest score was 43.

2) The use of dictogloss technique could improve the students listening skill because they are involved in this research. It implies that the teacher need to use the dictogloss technique.

3) The use of dictogloss technique was effective.

Dictogloss technique can provide student learning to gain the main point of the topic by reconstruct the several information they had. So that students become more focuses to the lessons and bring the learning environment improve by relax in study English with Dictogloss. The Dictogloss technique is not the only way for students to gain teaching and learning motivation by

relieving their boredom, as we are also aware that one of the issues student's experiences is boredom with conventional learning methods.

Based on the data collected and analyzed, it can be concluded that the use of the Dictogloss technique was not found to be particularly effective in enhancing students' listening skills among the eleventh-grade students at MA Bilingual Batu. This conclusion is supported by the research data as well as the field conditions and theoretical frameworks. However, it should be noted that more research is needed to fully understand the impact of Dictogloss on students' listening skills.

5.2 Suggestion

Based on the conclusions of this research, the researcher provides recommendations to English educators, educational institutions, and future researchers. Also suggest that further examination of this subject matter be conducted to gain a more in-depth understanding of the topic as follows:

1. For the teacher

    The use of English dictogloss to improve students' listening skills through dictogloss and how to relax while learning English with dictogloss should be encouraged and explained to students by English teachers, who are advised to apply this method as an alternative strategy for teaching students in listening

2. For the institution

The principal must support the efforts of teachers in implementing the Dictogloss method because it requires additional equipment and support from school policies that prioritize the improvement of student learning and teaching quality.

3. For Future researchers

Future studies are expected to be able to explore the use of the Dictogloss technique to teach listening. On the other hand, this method has the potential to teach writing and integrate listening and writing activities, but further research is needed in this area.

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APPENDICES

Appendix 1 Intrument Validation Latter

Appendix 2 Instrument Validation

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama Lengkap   : Harir Mubarok, M.Pd
Jabatan/Pekerjaan   : Dosen
Instansi Asal   : UIN Maulana Malik Ibrahim Malang

Menyatakan bahwa materi pembelajaran dengan judul:
The Effectiveness Of Dictogloss Technique To Enhance Students Listening Skill: An Experimental Study At Eleventh Grade Of MA Bilingual Batu
dari mahasiswa :

Nama   : DIMAS BUINGGORO NOVANTIKA
Program Studi   : Tadris Bahasa Inggris
NIM   : 17180041

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. harus dipastikan instrument yang digunakan merupakan hasil adopsi instrument

2. diperhatikan level pembelajaran yang akan digunakan, dalam hal ini level SMA kelas dua, khususnya dalam pembuatan Pre-test dan Post-test

Keterangan:
*) Coret yang tidak diperlukan

Malang, 04 Agustus 2022
Validator,

Harir Mubarok, M.P.d
NIP. 19870708201802011152

Pre-test and Post-Test

Why People move to Suburbs from Cities

More and more people are deciding to move to suburbs. Is that surprising? Living in the suburbs has many unique perks which you can't enjoy living elsewhere. Suburbs are the perfect balance between experiencing urban and rural lives.

The first is that people prefer less crowds. What makes a city is inevitable is the endless numbers of people in every corner; Cities are already congested with multiple buildings, cars, and taxi. No matter where you go in the city, you'll always find yourself trying to push through a huge crowd of people. However, suburbs are generally much less populated which means they are not nearly as crowded or congested. Many people leave the hectic crowds from the city and move to the suburbs to enjoy some peace when walking on the streets.

Second, if you are someone who fond of nature, then the suburbs are for you. In the city, you'd be lucky to spot more than a few trees and bushes. On the other hands, the suburbs are thriving with the nature. Suburbs never run short of beautiful mountains, rivers, lakes, forest, and parks. Here you will find vast stretches of greenery and open land that will give you a breath fresh air. In addition, suburbs are also home to more wildlife species than the city which indicates that you'd be living in a healthy and wholesome ecosystem. The abundance of nature brings with it fun activates, such as fishing, hiking, zip-lining, and boating.

Then city residents look to move into a suburban area to gain a sense of community. In a city, it's incredibly hard to build friendships with the people surrounding you. By living in suburbs, you will benefit from a quality social life. You can have a close-knit relationship with your neighbors and build your own interpersonal community. Having good friends and neighbors is not only fun for those thanksgiving dinners, but is also a very important aspect of feeling safe and more at home.

RENCANA PELAKSANAAN PEMBELAJARAN

Script Listening Lesson Plan 2

Bullying: A cancer that must be eradicated

A tragic end to an education that had barely begun -13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to the hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to call her *Sumatran elephant*, *Baboon*, *Gentong* and many other names.

These are a few cases out of hundreds of similar cases and the numbers are increasing over the time. In Indonesia, bullying exists in every form, from Teasing to extreme abuse. Even though incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by the National Child Protection Commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also, the people who get bullied are either unwilling to report it because they feel it will "make a big deal". Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone. The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.

Vocabulary :

1. relentlessly   = tanpa henti

2. street vendor = pedagang kaki lima

3. teased   = di ejek

4. abdomen   = perut

5. bruises   = memar

6. cruelly   = kejam

7. limelight   = pusat perhatian

62

8. considered   = Dianggap

9. plight   = Penderitaan

10. rushed   = Bergegas

Script Listening Lesson Plan 3

President Sukarno of Indonesia

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of <mark>scourges</mark>, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make desert bloom and the plants of the earth increase their bounty. He has learned how to release the <mark>immense force</mark> locked in the smallest particles of matter.

But man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! the political skill of man has been far <mark>outstripped</mark> by technical skill. The result of this fear. And man, <mark>gasps</mark> for safety and morality.

Perhaps now, more than at any other moment in the history of the world, society, government and <mark>statesmanship</mark> need to be based upon the highest code of moral and eth-ics. And in political terms, what is the highest code in morality? It is subordination of every-thing to the well-being of mankind. But today, we are faced with the situation where the well-being of mankind is not always the primary consideration. Many who are in places of high-power think, rather, of controlling the world.

Vocabulary:

1. scourges   = momok

2. immense force = kekuatan yang sangat besar

3. outstripped   = melampaui

4. gasps   = terengah-engah

5. statesmanship = kenegarawanan

Appendix 4 Documentation

Appendix 5 Letter of Completion of Research

KEMENTERIAN AGAMA KOTA BATU
MADRASAH ALIYAH BILINGUAL BATU
ISLAMIC BILINGUAL SENIOR HIGH SCHOOL OF BATU
Terakreditasi A
NSM : 131235790002   NPSN : 20580036
Website: www.mabilingualbatu.com, e-mail: mabilingualbatu@gmail.com
Jalan Pronoyudo Dadaprejo Junrejo Kota Batu tlp: 0341-5052863

SURAT KETERANGAN
Nomor: Mabil /13.N/KP.01.1/693/2022

Yang Bertanda tangan dibawah ini:

Nama	: Tri Sulistyowati, S.Pd
NIP	: 197702282005012011
Pangkat/ Golongan	: IIIc/Penata
Jabatan	: Kepala Madrasah
Unit Kerja	: MA Bilingual

Menerangkan bahwa nama mahasiswa dibawah ini:

Nama	: DIMAS BUINGGORO NOVANTIKA
NIM	: 17180041
Jurusan	: TADRIS BAHASA INGGRIS
Universitas	: UIN MAULANA MALIK IBRAHIM MALANG

telah melakukan penelitian di Madrasah kami pada tanggal 05 Agustus 2022 s.d 05 September 2022 dengan judul Penelitian:

"THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE TO ENHANCE STUDENTS LISTENING SKILL: AN EXPERIMENTAL STUDY AT ELEVENTH GRADE OF MAN BILINGUAL BATU"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Batu, 06 September 2022
Kepala Madrasah,

Tri Sulistyowati, S.Pd
NIP. 197702282005012011

65

Appendix 6 Thesis consultation Logbook

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Dimas Buinggoro Novantika
NIM : 17180041
Judul : The Effectiveness of Dictogloss Technique to Enhance Students Listening Skill: An Experimental Study at Eleventh Grade of Ma Bilingual Batu

Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd.

No.	Tgl/Bln/Thn	Materi Konsultasi	Tanda Tangan Prmbimbing Skripsi
1.	10-12-2020	Konsultasi Proposal	
2.	30-12-2021	Revisi Kepenulisan Bab 1 dan 2	
3.	19-01-2021	Revisi format kepenulisan Bab 1, 2 dan 3	
4.	23-01-2021	Cek Plagiarisme Bab 1, 2 dan 3	
5.	27-01-2021	Revisi Plagiarisme Bab 1, 2 dan 3	
6.	13-02-2021	Revisi Judul dan Data Collection	
7.	25-02-2021	Penyederhanaan research question	
8.	04-03-2021	Format revisi proposal akhir	
9.	24-04-2021	Revisi Proposal	
10.	02-05-2021	Revisi format Skripsi Bab 1,2 dan 3	
11.	24-11-2022	Konsultasi Bab 4 dan 5	
12.	06-12-2022	Cek Plagiarisme	
13.	12-12-2022	Revisi Plagiarisme	
14.	17-12-2022	Revisi Bab 4 dan 5	
15	12-01-2023	Konsultasi seluruh draft skripsi	

Malang, January 13th, 2023
Mengetahui
Ketua Jurusan TBI,

Dr. H. Langgeng Budianto, M.Pd.
NIP. 197110142003121001

66

Appendix 7 Curiculum Vitae

CURICULUM VITAE

Nama Lengkap	: Dimas Buinggoro Novantika
Tempat, tanggal lahir	: Banjarbaru, 18 November1998
Jenis Kelamin	: Laki-laki
Agama	: Islam
Fakultas, Jurusan	: FITK, Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Rt. 002 Rw. 004, Dusun Limau Desa Batu Mulya, Kecamatan Panyipatan, Kabupaten Tanah Laut, 70871
No. Hp/Telepon	: 085156763530
Alamat E-mail	: Buinggorodimas@gmail.com
Nama Wali	: Sumarsid, S.Pd

Riwayat Pendidikan

1. 2003 – 2005   TK Tunas Harapan
2. 2005 – 2011   SDN Batu Mulia 1
3. 2011 – 2014   SMPN 1 Panyipatan
4. 2014 – 2017   SMAN 1 Pelaihari
5. 2017 – Sekarang   UIN Maulana Malik Ibrahim Malang

Malang, June 26th ,2023
Mahasiswa,

Dimas Buinggoro Novantika