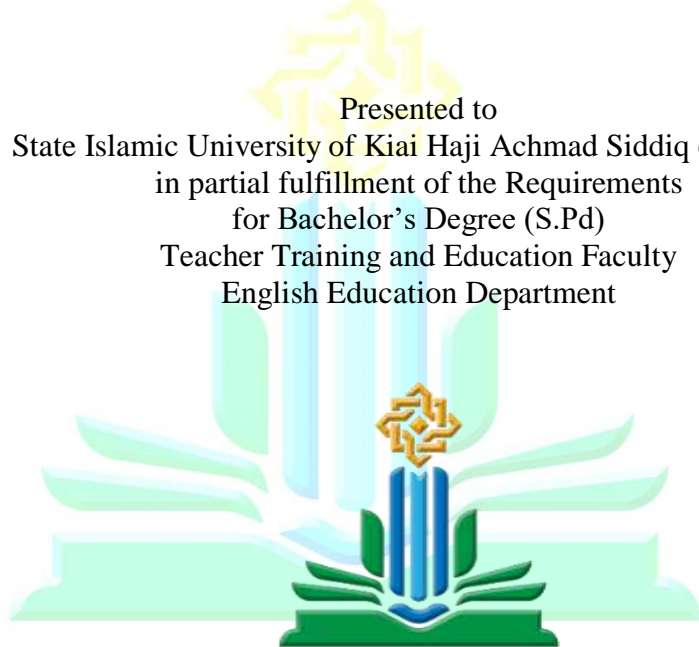


**IMPROVING THE STUDENTS' LISTENING SKILL
THROUGH DICTOGLOSS STRATEGY AT THE EIGHTH
GRADE OF SMPN 2 RAMBIPUJI**

THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq of Jember
in partial fulfillment of the Requirements
for Bachelor's Degree (S.Pd)
Teacher Training and Education Faculty
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
KIAI HAJI ACHMAD SIDDIQ
JEMBER

By:

AHMAD MULIADI
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**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
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Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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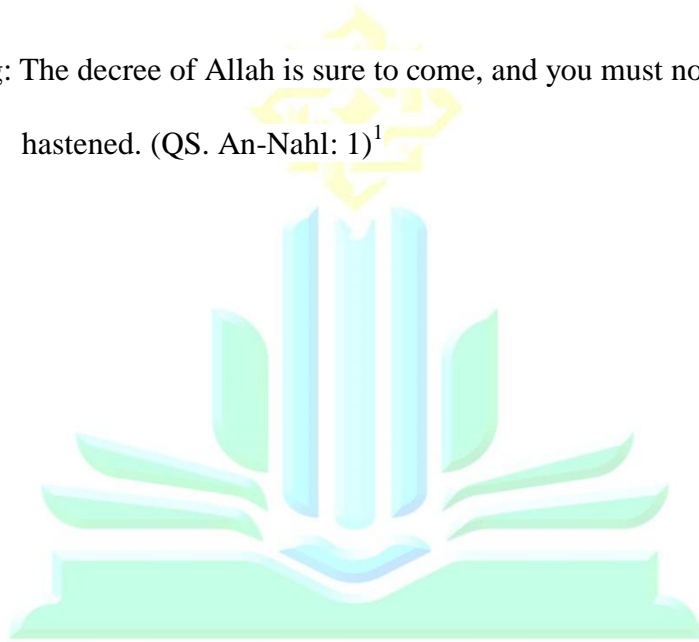
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MOTTO

أَتَى أَمْرُ اللَّهِ فَلَا تَسْتَعْجِلُوهُ.....

Meaning: The decree of Allah is sure to come, and you must not ask for it to be hastened. (QS. An-Nahl: 1)¹



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¹ Jabal, *Al-Qur'an Per Kata Tajwid* (Bandung. 2010). 267.

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Selamat Riadi and Subuti'ah who always pray for me, give support and spirit to me in gaining success.
2. My beloved friends in **Pencari cuan group**, Robi fatahillah, Jabbar Quraisy Faiza, and widiya who always support me for doing my thesis.
3. My beloved partner and friends of English Department (Ineffable Class) who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving me support during my hard times so I can finish this undergraduate thesis completely. I would like to say thank you very much for giving me all your affection.

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In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah swt, who has given His blessing and help so that the writer can finish this thesis entitled Improving students' listening skill through dictogloss strategy at the eighth grade of SMPN2 rambipuji Jember as one of the requirements to gain bachelor degree in English Education program. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution

In completing this thesis, the writer realizes that he cannot finish it without help, support, guidance, and assistance of so many participants. Therefore, he would like to express his gratitude to them who helped him in completing this thesis

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2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the dean of teacher and training education faculty who has given approval to this research.
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Jember, 21th of June 2023



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ABSTRACT

Ahmad Muliadi, 2023. *Improving The Students' Listening Skill Through Dictogloss Strategy at The Eighth Grade of SMPN 2 Rambipuji in Academic Year 2022/2023.*

Key Words: Listening skill, Dictogloss strategy

This research was about improving students' listening skill through dictogloss strategy at the VIII A grade of SMPN 2 Rambipuji. This study was done based on the problems found in English listening skill at the eighth grade of SMPN 2 Rambipuji. Based on the data of preliminary study, it was found that the students' listening skill was still low which was percentage as 31,03% and the average score was 60,72%. From the scores, it is noticed that most of the students entered the next grade of the English class with very limited listening skill caused by some reasons, such as having less ability in listening comprehension, having less level of confidence, and having less level of courage. Hence, the researcher decided to improve students' listening skill by implementing dictogloss strategy.

The research question of this research was "How can the teacher improve the students' listening skill through dictogloss strategy?", the objective of the research was to investigate how teacher could improve students' listening skill through dictogloss strategy at the eighth grade of SMPN 2 Rambipuji.

The approach used in this research was Classroom Action Research (CAR). The classroom action research design used in this research was collaborative classroom action and research. The researcher conducted this research at the VIII-A of SMPN 2 Rambipuji which consisted of 29 students. This research was conducted in two cycles. Each cycle consisted of four steps: planning, acting, observing and reflecting. To collect the data, the researcher used the students' listening test, interview, fieldnote and document review. The test was used to find out the improvement of students' listening skill after the researcher was conducted.

The criteria of success in this research was if the students reached the minimum score (75) are equal to or higher than 60%. The result of cycle one showed that 51% passed the criteria of success. It meant there was 15 students passed the criteria of success with 72,93 as the average score in cycle one. While the second cycle showed that there was 75% had passed the criteria of success. It meant that there were 22 students passed the criteria of success with 78,79 with average score. It could be said successful.

According to observation, it was concluded that students were interested in learning by implementing the dictogloss strategy and they felt enthusiastic in doing the task. The classroom situation also could handled well. The researcher also gave suggestion to the future researcher to conduct better research and emphasized more on the content and organization of listening skill.

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CHAPTER I

INTRODUCTION

This chapter discuss about some aspects of dealing with the concept of this chapter such as background of the research, research problem, research objective, and research significance.

A. Background of research

Nowdays, English language has become a popular language among us, especially in the big cities of indonesia. Many foreigners are entering indonesia, therefore a lot of students in indonesia have already begun races in sharpening their english skill, especially on listening skill. Many students' of indonesia are focus on mastering their listening skill, because they can see when they have a good listening skill, they are able to exchange the information and ideas with others orally. Paul T. Rankin says that average people spends 9% of their time writing, 16% reading, 30% speaking, and almost half of 45% are used to listening.¹ Through listening skill, learners can be easier to perform english learning activities during the learning process, as like direct practice to their teacher or the native speaker.

Through english classroom at school, the intellectual and social abilities of students' can be increased, as like communication in english language, but there are some difficulties that students' feel during the teaching learning process as like litsening the english words that is spoken by the

¹ Iwankovitsch, Ron (2001) "*The important of listening*" Language Arts Journal of Michigan, Vol.17 No.2

teacher. This kind of difficulties was found in the classroom by many english teachers. When the teacher explain the lesson by using english language, many of students at the classroom feel bored and didn't want to hear the teachers explanation because they were confused about what the teacher explained. As we know together we are in predominantly muslim country, it would not be mistake for us to learn from what Allah says in An-Nahl verses 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks.”²

This verse according to Tafsir Al Maraghi contains an explanation that after Allah gave birth to you from your mother, then He made you able to know everything that you did not know before. He has given you the following types of gifts.

1. Intellect; as a tool to understand something, especially with that mind you can distinguish between good and bad, between right and wrong.
2. Hearing; as a tool for listening to sound, especially with hearing that you can understand the conversation between you.
3. Vision; as a tool to see everything, especially with that vision you can get to know one another among you.

² Mahmud Zayid, *The Quran*, (Lebanon: Dar Al-Choura, 1980) page 196.

4. Other living devices: so you can find a way to find your fortune and other materials you need, even you can also choose what is best for you and leave what is worse.

The Purpose of this verse is, Allah teach us what we never know before, when we were born without knowing anything. Allah gives us heart and intelligence to help us to differentiate the good and the bad thing. Allah opened our eyes to see what we never seen before. Allah gives us ears to hear voices so we can understand the conversation.

To overcome the problem that we discuss above, there is a strategy that could be the way for students to learn listening skill easily. That is dictogloss strategy where learners are told to listen carefully and discuss what they have heard, in order that students' get the improvement of their listening skill. Because as we know that, listening is one of four english skills in wich students' must practice to learn it.³ It means that, students' should always adjust them selves to english language, starting from practicing everyday, and always hearing an english words from the native speaker or from their partners, it would accelerate the increasing of learners listening skill.

According to Hamouda, listening skill is the process of understanding what the listener heard and the ability of the listener to repeat the text, eventhough listener actually can repeat sounds without real umderstanding. Moreover, listening skill is a very integrative skill, its playing an important

³ Ahmadi Rezaei "The Effect of Using Dictogloss Technique on Listening Comprehension" *Journal of Education Experiences*, 1,1 (2018): 50.

role in the language acquisition process.⁴ Listeners are not only concentrate on listening but they can also change the sentence that's spoken by a speaker from his own understanding to knowledge. Listeners will have many opinions of their own understanding but in different words. Therefore learners need to listen for comprehend them in how to understand the meaning of english language.

From the foregoing explanation, the difficulties of students' in learning listening skill was aslo occurred in an institution where the reseacher carrying out intenship activity (PLP) namely Junior High School 2 of Rambipuji, especially et the eight grade. Based on the interview that was conducted with the english eighth grade teacher of Junior High School 2 of Rambipuji, on tenth of june 2022, the reseacher concludes that the lack of students' listening skill due the lack of practice in learning listening. Students' have been doing studies based on what was written in school's book only, the teacher have never applied any particular strategy to solve the problem. So the reseacher choose one of strategy for learning listening comprehension, namely Dictogloss strategy.

Digtogloss strategy is the dictation activity in classroom in wich learners are asked to repeat the short text after listen it and write down what they have heard. Dictogloss is often considered some of the skills and activity of the system, learners practice on listening, speaking and writing with the

⁴ Lisa Sirrul Ma;rifah, "*The Effectiveness Of Using Dictogloss Strategy In Teaching Listening Comprehension At The Tenth Grade Of Smk PGRI 1 Tulungagung*" (thesis, State Islamic Institute (Iain) Of Tulungagung, Tulungagung, 2018)

groups that was made.⁵ In addition, Nation state that in digtoggloss activities, students' listen to the text read twice while taking notes. In small group, they reconunstruct te form of written text from what they heard. In digtoggloss, teacher read the short text while student listen and write the familiar words. Afterwards students' work in small groups then reconstructing the original text. The final stage of the activity, the students' compare what they have reconstructed with the other students'.⁶

From those explanation and definition, the reseacher feels interested to do Classrom Action Research (CAR) in SMPN 2 Rmbipuji, The students' can learn with pleasure because the will do learng process with the new way, so that, The reseacher proposes the reseach entitled "*Improving The Students' Litsening Skill Through Ditogloss Strategy At The Eighth Grade Of SMPN 2 Rambipuji*".

B. Research Question

Based on the background of the research above, researcher formulates the research question as ". How can the teacher improve the students' listening skill through dictogloss strategy?"

⁵ Evifeni Sabriani Amir, "*Using Dictogloss Technique To Improve The Students' Listening Ability,*" (Thesis, State University Of Muhammadiyah Makasar, Makasar, 2019).

⁶ Indah Dwu Lestari, "*The Effectiveness Of Using Digtoggloss To Increase Students Listening Comprehension Abilyty,*" (Thesis, State Islamic University Of Raden Intan Lampung, Lampung, 2021/2022).

C. The Objective Of The Research

Based on the problem of the research, the objectives of this research is “to improve students’ listening skill through dictogloss strategy at the eighth grade of SMPN 2 Rambipuji in academic year 2022/2023

D. Significance Of The Research

This research is expected to provide some contributions which are divided into two parts, as follows:

1. Theoretically

This research is expected to increase their concept and teaching strategy in improving students’ listening skill. It may give more information for them as an educational knowledge.

2. Partical Benefits

- a. For the english teacher: This result of this research is expected to add new information for them about teaching listening strategy. It is also expected to provide more variation of teaching listening skill strategy.
- b. For students: The action of this research is expected to improve students’ listening skill through digtogloss strategy.
- c. For future reseacher: The result of this research can be a reference in conducting a similar research with this research.

E. Definition of Key Term

There are two terms which are provided to define this research:

1. Listening skill

Listening is the vital skill providing the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Furthermore, listening is an activity which has an important role in the process of language learning in the classroom.

2. Dictogloss strategy

Dictogloss is teaching strategies where the learners listen to text read by their teacher or hearing from an audio, write the key words, and then reconstruct the text in their own version with their group, after that students along with teacher make corrections, to

find the differences between their product and the original text and which differences are acceptable.

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CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents a review of related literature, it consists of the previous research and the theoretical framework.

A. Previous Research

There are previous studies about dictogloss that found by the researcher. The researches are as follows:

1. Khoirun Nisa' entitled "The effectiveness of using dictogloss technique toward the students' listening comprehension achievement at the eighth grade of SMPN 1 Rejotangan in academic year 2015/2016."⁷ In this research, the researcher conducted the research on the effectiveness of using dictogloss technique toward the students' listening comprehension achievement. This research aims to know students' listening comprehension achievement at the eighth grade of SMPN 1 Rejotangan. To find out the students' listening skill achievement before being taught by using dictogloss technique. And to find out the students' listening skill achievement after being taught by using dictogloss technique. The researcher conducted pre-experimental design with quantitative approach by using One Group Pretest-Posttest in collecting the data.
2. Siti Huriyah entitled "Improving students' listening skill through dictogloss technique. Published in 2017. This research aims to know To

⁷ Khoirun Nisa', "The Effectiveness of Using Dictogloss Technique Toward the Students' Listening Comprehension Achievement At the Eighth Grade of SMPN 1 Rejotangan in Academic year 2015/2016" (Thesis, State Islamic Institut (IAIN) of Tulungagung, Tulungagung, 2016)

know students listening skills with dictogloss technique at SMK Insan Mulya, and To know the improvement of using dictogloss technique in listening subject at the XI grade of SMK Insan Mulya.⁸ The researcher conducted Classroom Action Research in collecting the data.

3. Siti Annisa entitled “The Implementation of Dictogloss Strategy to Improve Students Ability in Listening Comprehension. Published in 2019⁹. This research was conducted to look at the improvement of students’ ability in listening comprehension by using dictogloss strategy through picture. This research was conducted by using classroom action research. There were two cycle, and every cycle was conducted through: planning, action, observation, and reflection. The subject and research was students of VIII-1 at SMP Asuhan Jaya Medan in the academic year 2019/2020 which consisted of 28 students. Learning activities was categorized good if the average percentage shows that it has reached 75% of the number of study. Data used in this research were quantitative and qualitative. The quantitative data were taken from the test and the qualitative data were taken from the observation.
4. Dinatha, I. K. A. H. Yasa entitled “The Effect of The Implementation of Dictogloss Technique on Listening Comprehension of The Tenth Grade

⁸ Siti Huriyah, “*Improving Students’ Listening Skill Through Dictogloss Technique*”, (Thesis, State Institute For Islamic Studies Sultan Maulana Hasanuddin Banten, Banten, 2017)

⁹ Siti Annisa, “*The Implementation of Dictogloss Strategy to Improve Students’ Ability in Listening Comprehension*”, (Thesis, University Of Muhammadiyah Sumatra Utara, Medan, 2019)

Students' of SMA Negeri 1 Sukasada. Published in 2017¹⁰. This research aimed at investigating whether or not there was a significant effect of the implementation of Dictogloss technique upon listening comprehension of the tenth grade students of SMA Negeri 1 Sukasada. The research was an experimental one with Post-test Only Control Group Design. The population was the tenth grade students of SMA Negeri 1 Sukasada. Cluster Random Sampling was assigned to select the sample of the study. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. The experimental group was taught by using Dictogloss technique and the control group was taught by using conventional teaching technique. The data was analyzed by using T-test through SPSS program. The result of the data analysis showed that students in experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 81.40 while the mean score of the control group was 78.24. The result of the t-test also showed that the value of the t_{obs} was higher than the t_{cv} . The value of the t_{obs} was 2.185 while the value of the t_{cv} was 2.023. It can be concluded that there was a significant effect on students' listening achievement that were taught by using Dictogloss technique than were taught by using conventional teaching technique.

¹⁰ Dinatha, I.K.A.H Yasa, "The Effect Of The Implementation Of Dictogloss Technique On Lisyening Comprehension Of The Tenth Grade Students' Of SMA Negeri 1 Sukasasa", *Journal of Psychology and Instruction*, 1(2) June 2017.

5. Kartika Ardhia Saputri, Rahayu Apriliawati, Eusabinus Bunau entitled “Improving Students’ Listening Comprehension On Fairy Tale Through Dictogloss Technique. Published in 2018¹¹. This research aimed to investigate how Dictogloss improved students’ listening comprehension on fairy tale at tenth grade students of SMA Islamiyah Pontianak in academic year 2017/2018. The research subject was tenth grade students in class XA. The researcher of this research used field note, observation checklist, and listening test as tools of collecting data. The data analysis showed the students’ listening comprehension in discriminating sound of past tense action verbs improved through preparation stage of Dictogloss. The students’ listening comprehension in finding specific information of fairy tale improved through dictation stage of Dictogloss. In addition, the students’ listening comprehension in finding main idea improved through reconstruction stage of Dictogloss. The students’ concentration in listening comprehension of fairy tale were improved through reconstruction stage of Dictogloss. The researcher conducted classroom action research in collecting the data.

¹¹ Kartika Ardhia Saputri, Rahayu Apriliawati, Eusabinus Bunau, “*Improving Students’ Listening Comprehension on Fairy Tale Through Dictogloss Technique*,” (Thesis, English Education Study Program of Teacher Training and Education Faculty Tanjungpura University, Pontianak, 2018).

Table 2.1
The Similarities and Differences between Previous Research and This Research

No	Author and Title	Similarities	Differences
1	1	2	3
1	Khoirun Nisa' <i>“The effectiveness of using dictogloss technique toward the students’ listening comprehension achievement at the eighth grade of SMPN 1 Rejotangan in academic year 2015/2016”</i>	a. Both of the research use dictogloss strategy.	a. The research design of Khoirun Nisa’s research was pre-experimental design with quantitative approach while this research was using classroom action research.
2	Siti Huriyah <i>“Improving students’ listening skill through dictogloss technique”</i>	a. Both of the research use dictogloss strategy. b. Previous research and this research use classroom action	a. The research of Khoirun Nisa’ focus on improving students’ listening skill while this

		research	research focus on students' listening comprehension. b. The research was conducted at the Eleventh grade of senior high school and this research is conducting at Eighth grade of junior high school.
3	Siti Annisa <i>"The Implementation of Dictogloss Strategy to Improve Students Ability in Listening Comprehension"</i>	a. Previous research and this research use dictogloss strategy and classroom action research design.	a. Siti Annisa's research is to find the implementation of dictogloss strategy while this research is to know the improvement of students listening

			comprehension.
4	Dinatha, I. K. A. H. Yasa entitled <i>“The Effec of The Implementation of Dictogloss Technique on Listening Comprehension of The Tenth Grade Students’ of SMA Negeri 1 Sukasada”</i>	a. Both of the research use the dictogloss strategy.	a. This research design was using classroom action research while Dinitha’s research was use an experimental one with Post-test Only Control Group Design.
5	Kartika Ardhia Saputri, Rahayu Apriliaswati, Eusabinus Bunau entitled <i>“Improving Students’ Listening Comprehension On Fairy Tale Through Dictogloss Technique”</i>	a. Both of the research was to improve students’ listening comprehension through dictogloss strategy. b. Both of the research conducted the classroom action research design.	a. The research was to improve students’ listening comprehension on fairy tale while this research is to improve students’ listening comprehension through dictogloss only.

Based on the explanation some previous researches above, the researcher conclude that there are some similarities and dissimilarities between the previous researches and this research. The most prominent difference is the objective of the research. Most of their researches are for the senior high schools while this research for the junior high school. And the most similarities of the researches are using dictogloss to find the result of the research.

B. Theoretical Framework

1. Listening

a. The Definiton of Listening

Listening is a basic skill to get information from others and one of the four skills that important to understand the meaning that is spoken by speaker. According to Rost, listening is the process of communication which consists of four type of orientation: receptive, constructive, collaborative, and transformative. Receptive means getting and receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker. Constructive means the process by which oral language is received, critically and purposefully attended to, recognized and interpreted in terms of past experiences and future expectancies. Collaborative means negotiating

and responding to what the speaker has said. Transformative means the intention to complete the communication process¹².

Listening is the most common communicative activity in daily life; we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Listening has the largest portion in communication rather than the other skills. A listener must listen to something before he or she starts to speak. In addition, Sherwyn, Brian & Kevin stated that listening is ability to identify and understand what others are saying. This process involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning¹³

Based on the definition describe above, the researcher concluded that listening ability is a skill or power to identify and understand what others are saying. This process involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning.

¹² Michael Rost, *Teaching and Researching Listening*, (United Kingdom: Pearson Education Limited, 2011), 1-4

¹³ Sherwyn P. Morreale, Brian H. Spitzberg & J. Kevin Barge, *Human Communication Motivation, Knowledge, and Skills*, (Canada: Thomson Higher Education, 2007), 137.

b. Types of Listening

Michael Rost categorized listening into six types: intensive, selective, interactive, extensive, responsive, and autonomous¹⁴.

1) Intensive Listening

Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis. Learner pays close attention to what is actually said. Types of intensive listening practice include: dictation, elicited repetition, shadowing, word spotting, error spotting, grammar processing, and mediation (translation or simultaneous interpretation).

2) Selective Listening

In language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to attending to only what you want to hear and tuning out everything else. For purposes of developing students' selective listening ability, instructors may cater their requirements in note taking, such as writing down certain words or phrases, repeating material on board in appropriate places in their notes, listing topics, or labeling parts of their notes.

¹⁴ Michael Rost, *Teaching and Researching Listening*, (United Kingdom: Pearson Education Limited, 2011), 184-200.

3) Interactive Listening

Interactive listening refers to a type of conversational interaction in which the listener takes a leading role in understanding, through providing feedback, asking questions and supporting the speaker. Interactive listening refers to listening in a collaborative conversation. Collaborative conversation, in which learners interact with one another or with native speakers, is currently well established as an important means of language development and as a benchmark of listening performance.

4) Extensive Listening

Extensive listening refers to listening for an extended period of time, while focusing on meaning. Extensive listening can include academic listening, also known as listening for academic purposes and sheltered language instruction. An important aspect of teaching extensive listening is the need to provide comprehension strategy instruction so the learners will avoid becoming overwhelmed by the quantity of input and so that they will get back on track when they are experiencing comprehension difficulties.

5) Responsive Listening

Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The

listener's response in this type of activity is affective, expressing an opinion or point of view, rather than informational, giving back facts based on what was heard.

6) Autonomous Listening

Autonomous listening is a self-directed listening activity in which learners choose what to listen to, seek feedback on their comprehension, respond in ways they choose, and monitor their own progress. Autonomous listening refers to independent listening that doesn't need the direct guidance of an instructor. Autonomous listening can include all of the types of listening discussed – intensive, selective, extensive, interactive, and responsive.

c. Definition of Listening Skill

Listening is the first skill before people could speak, read, and write. It is an important element in language learning even in communication. Students are not only hearing but must be listen in comprehend. Based on Rost, listening skill is a process of relating input to concepts that are already active in one's memory and to familiar references in the real world¹⁵. He also state that listening skill is the experience of activating concepts, the nature of semantic processing is

¹⁵ Michael Rost, *Teaching and Researching Listening: Applied Linguistics in Action*, (New York: Third Edition, Routledge, 2016), 49.

the sense of the input enhancing or suppressing one's current mindset¹⁶. In this sense, complete comprehend of what one sees or hears is not really possible. What is possible in successful listening skill is that the listener generates a clear concept in memory for every reference used by the speaker. In addition, students will get new information when they are be able to listen in comprehend.

Listening comprehension state from Rost is a complex activity which it is an interactive process¹⁷. Listeners construct the meaning and understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

Asmawati said that listening skill is the process where the listener must be able to develop and evaluate what the speaker has been said to the listener before. It can be concluded that listening skill is the process of gathering information by listen in deep and the listener get the meaning of the speaker. The listener generates information that they got and they can reconstruct the information¹⁸. Finally, listening skill is an active process in that the listener focus on selected aspects of aural

¹⁶ Ibid, 50.

¹⁷ Michael Rost, *Teaching and Researching Listening*, (UK, London: Longman, 2002), 281

¹⁸ Dede Asmawati. "Using Dictogloss to Improve Students Listening Comprehension at the 2nd Grade Class XI A 1 of SMAN Kota Bengkulu in 2011/2012 Academic Year". (Thesis, Faculty Teachers Training and Education University of Bengkulu. Bengkulu, 2013).

input, construct the meaning from the passages, and relate what they hear to existing knowledge.

d. Listening Difficulties

According to Wilson listening difficulties can be grouped into four general categories: characteristics of the message, characteristics of the delivery, characteristics of the listener and characteristics of the environment¹⁹.

1) Characteristic of the Message

For students, listening is like finding the objects hidden within the drawings of trees. Knowing the written form of a word is not guarantee that students will recognize the spoken form. Recognizing word boundaries is problematical, however additionally the irregular spelling system of English doesn't help matters. Other linguistic difficulties include unknown words, lexical density (short area of time between content words, forcing the listener to concentrate harder), and complex grammatical structures. Non-linguistic characteristics of the message include familiarity of the topic, kind of text and cultural accessibility.

¹⁹ JJ Wilson, *How to Teach Listening*, (England: Pearson Education Limited, 2008), 12-14

2) Characteristic of the Delivery

Mode of delivery is a crucial factor. In these situations, the listener's lack of control over the input is a crucial issue. The listener doesn't influence over factors such as the speed at which the speaker talks, the vocabulary and grammar used, and no recourse to asking for repetition of a word if the speaker's pronunciation renders it incomprehensible. Other characteristics of delivery include organization (do the speakers ramble on, jumping from topic to topic, or are they concise?), duration, number of speakers (the more speakers, the more difficult it is to follow the conversation) and accent.

3) Characteristic of the Listener

As any teacher can testify, some students get sidetracked simply and easily lack the ability to sustain concentration. Other students have issues motivating themselves to listen. These are typically long-term problems. Another consideration is children's familiarity and confidence with multimedia material, particularly when they reach their teenage years, which often surpasses that of older generations. Some temporary characteristics that affect listening might include anxiety (for example, in test conditions), boredom, tiredness, or the listener having a cold (blocked sinuses affect the aural system).

4) Characteristic of the Environment

Environmental conditions which may have an effect on listening performance include the temperature of the room (hot rooms induce sleep), background noise (heavy traffic, for example) or defective equipment that affects the clarity of a recording.

e. The function of Listening

According to Sherwyn, Brian & Kevin, we can categorize listening by the function: to learn and comprehend, to evaluate and critique messages, and to empathize with and understand others²⁰.

1) Listening to Learn and Comprehend

Listening to learn and comprehend includes finding facts and ideas and search for information. This sort of listening often happened during public presentations, when technical subjects are explained, or new information is presented. The listener's purpose is to receive a message that's similar to the speaker's intended message. People listen because they need to know something, such as the meaning of ideas or events, or because they need to stay up with the world. A good example of listening to learn is in the classroom. The teacher's purpose is to make students receive and comprehend the message being presented as much as possible.

²⁰ Sherwyn, Brian & Kevin, *Human Communication Motivation, Knowledge, and Skills*, (Canada: Thomson Higher Education, 2007), 138.

2) Listening to Evaluate and Critique

The purpose of listening to evaluate is to critique the speaker's facts, opinions, and assumptions. It needs critical thinking: that is, examining the speaker's logic and reasoning processes, sifting through the ideas and evidence that presented, and forming conclusions of what was said. This is not a negative process. Rather, it's important to remain positive and open-minded and postpone judgment until listened to the entire message.

Evaluative and critical listening skills are significant in various situations. For example when we attending an important presentation at work and expected to comment and provide feedback to the speaker or when we listen to a politician's speech on an important issue. In each of these situations, as a judge and jury do, we must listen carefully to the evidence and information presented and give full attention then we analyze and critically evaluate it.

3) Listening to Empathize and Understand

Listening to learn and listening to evaluate concentrate our attention on the content of the message. By contrast, in listening to empathize and understand we focus more on the speaker's feelings and attitudes while gaining information. But we're not trying to gain information for our purposes or to form judgments of what is

said. Rather, the interests, opinions, and feelings of the other person override our own. The empathic listener's purpose is to see and feel the world as the other person does and offer two things understanding and support. There are two types of empathic responses. A nonjudgmental empathic response from a listener helps both people better understand and probe what is going on. A judgmental empathic response provides support but also helps to interpret and evaluate the speaker's situation.

2. Dictogloss Strategy

a. Definition of Dictogloss

Dictogloss is a strategy developed by Ruth Wajnryb, which is used to the high school students, but it can be adapted for use with the all ages. It is especially effective with English language learners because the strategy focuses on fluent academic language and supports learners in listening and recalling good English language models. He also stated that in dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive, fragmented text. In small groups, the students then pool their resources to reconstruct their version of the original text. In the

final stage the various versions that the students have produced are subjected to close analysis and comparison²¹.

Harmer stated that dictogloss is a technique where students try to write down exactly what they have heard (delivered at a faster speed than a dictation) - and then compare their versions with the original in order to see how they differ²².

According to Vasiljevic said that “Dictogloss is a classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text”. Dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. The procedures are learners listen to a passage, write down key words or phrases then, encourage comparison. Dictogloss activities are useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening²³.

²¹ Ruth Wajnryb, *Grammar Dictation*, (New York: Offord University Press, 1990), 5.

²² Jremy Harmer, *How To Teach English*, (Oxford: Pearson Education Limited, 2007), 272.

²³ Zorana Vasiljevic, ”Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners”, *Journal of English Language Teaching*, 3, 1, (2010): 41.

b. Dictogloss Listening Comprehension Procedures

Dictogloss has several procedures in its doing. According to Nunan says that there are four procedures in teaching listening using dictogloss strategy, the procedures as follows²⁴:

1) Preparation

There are some preparation that should teacher do. First, teacher must prepare some vocabularies for learners that exist on the text before read the text. Before if give them warm up in order to they know first what they will hear and to improve their interest so, they can hear the text seriously. Then the teacher explains the procedure to make sure that they are really understanding each stage of it. Finally organize them into groups before start the dictation.

2) Dictation

At the standard procedure, teacher reads the text twice in the normal speed and students have to listen carefully. In the first dictation they are just listening and do not write any words. They are only listening to get the general comprehension of the text. The second dictation students can write the key words. During the dictation the learners should classify the words they heard based on

²⁴ David Nunan, *Language Teaching Methodology*, (London: Prentice Hall, 1998), 28.

the type of word to help the reconstruction in the next stage. Such the information words for example, farmer, sold, buffalo. The grammar or function word, for example, the, his, are.

3) Reconstruction

The reconstruction is done as soon as possible after the dictation finish. The learners work in a group to write the text in their version. It is valuable to develop the realization by the students that language generated by them is at least as valid and interesting as text from the textbook or the teacher.

The rule of teacher is only monitoring the activities during the reconstruction stage. Let them think and the teacher do not give any actual language input. Teacher as a facilitator to repair the error analysis about the stage that should followed by students.

Then, the teacher reduce the error grammatical structures in the students' text to make the step 4 more focus on the area that very need. The teacher give the point out in the area around the error words when the learners still drafting their text. If the reconstruction text will be focused on the structural language for example the simple past tense, the students' error can be reduced in the other areas such as in the articles or preposition.

c. The Advantages of Using Dictogloss

The dictogloss model offers several potential advantages over other models of teaching listening comprehension, they are:

- 1) Dictogloss is an effective way of combining individual and group activities. Students listen and notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective group work.
- 2) Dictogloss procedure facilitates the development of the learner communicative competence. Students speaking time is significantly longer than in a traditional teacher centered classroom. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively.
- 3) The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.
- 4) The reconstruction stage also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage.
- 5) Working in small groups reduce learners anxiety s they have to perform only in front of “a small audience.”

CHAPTER III

RESEARCH METHOD

A. Research Design

This research would use a Classroom Action Research (CAR). The researcher collaborated with the English teacher to conduct Classroom Action Research by implementing the dictogloss strategy to improve students' listening skill. There were three words in CAR, which were classroom, action, and research. Research was an activity to investigate an object using a certain methodology to gain data or information which was beneficial to improve the quality of anything, interesting, and important by the researcher. Action was a planned activity to gain a certain goal. Classroom was defined as a group of students at a certain time and certain teaching from similar teachers. Classroom here defined not only room space, but also defined as a group of students in the learning process.

According to Burns, He stated that Action Research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, including collaboration and cooperation of the researchers, practitioners and laymen²⁵. It was hoped that the researcher would engage closely to their own practice and be better understanding of the students' proficiency level. Therefore, the researcher would precisely know what to do.

²⁵ A. Burns, *Doing action Research in English Language Teaching*, (New York: Roulledge, 2010), 30.

The researcher used some steps in this research. They were planning, implementing, observation, reflection and revised the plan. The explanation about the steps as follow:

1. Procedures of the Study

a. Planning Phase

Planning could be the most complicated phase. In this phase, all possible problems of acquiring listening ability are carefully identified. Since action research characterized by collaboration among the researcher, and english teacher, they will have dialogs to find the problems. To make it more precise, a pre-test of listening would be administered which involves the use of interview and questionnaire.

Having collected the problems, a selection would be made with considering the level of importance and practicality; the time and effort needed; and the benefits to the researcher, students and collaborators.

To overcome the problems identified, it needed solutions. The solutions or the strategies should be practical meaning that this can be applied within constrains of teaching situations. Finding the strategies are not the final task for this phase, the researcher should take it into account when making syllabus and lesson plans. After that, an appropriate timeline for what this action trying to accomplish is scheduled.

b. Acting Phase

In this section, the plan was put into action. Students would be taught by using lesson plans made in the previous phase. It was the time when the researcher would teach students in the classroom, when an interaction between students-teacher and student-student are made. In other word, it was the period when the teaching of listening would be different because the researcher would apply a new insight that enables students to be active learners. During this action, the data would be gathered. “The data refers to the actions and phenomena that are recorded, gathered, and stored in artifacts such as computer files, notes and video recordings²⁶. The purpose of this data was to get the evidence whether the strategies make an improvement or not.

c. Observing Phase

Observation was not easy to be conducted, therefore the collaboration between the researcher and the English teacher was very helpful. One of them should gather the data carefully when the other was teaching listening. In this case the data gatherer should gather the right data because it influences the validity of findings. The data should relate to students’ listening skill and how they make an improvement.

²⁶ Whitehead, J. McNiff, *All you need to know about action research*, (London: Oxford University Press, 2006).

d. Reflecting Phase

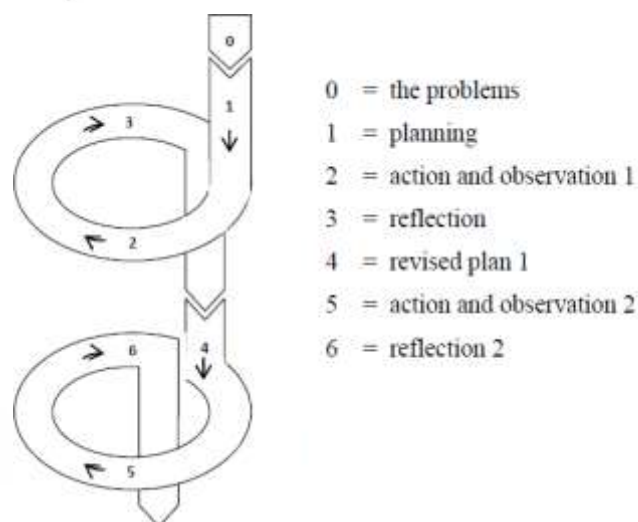
In this phase, data gathered will be interpreted and then evidence will be generated in relation to living critical standards of judgment. This phase includes several activities such as: sorting and categorizing the data, analyzing the data for meaning, identifying standard and criteria for judgment, generating evidence, and making conclusion.

e. Revised the plan

Revised the plan was needed when the action in each cycle did not make improvement on students Listening Skill. It meant the revised plan was conditional. To make sure the explanation of CAR and the

stages, the researcher adopted Classroom Action Research procedure by

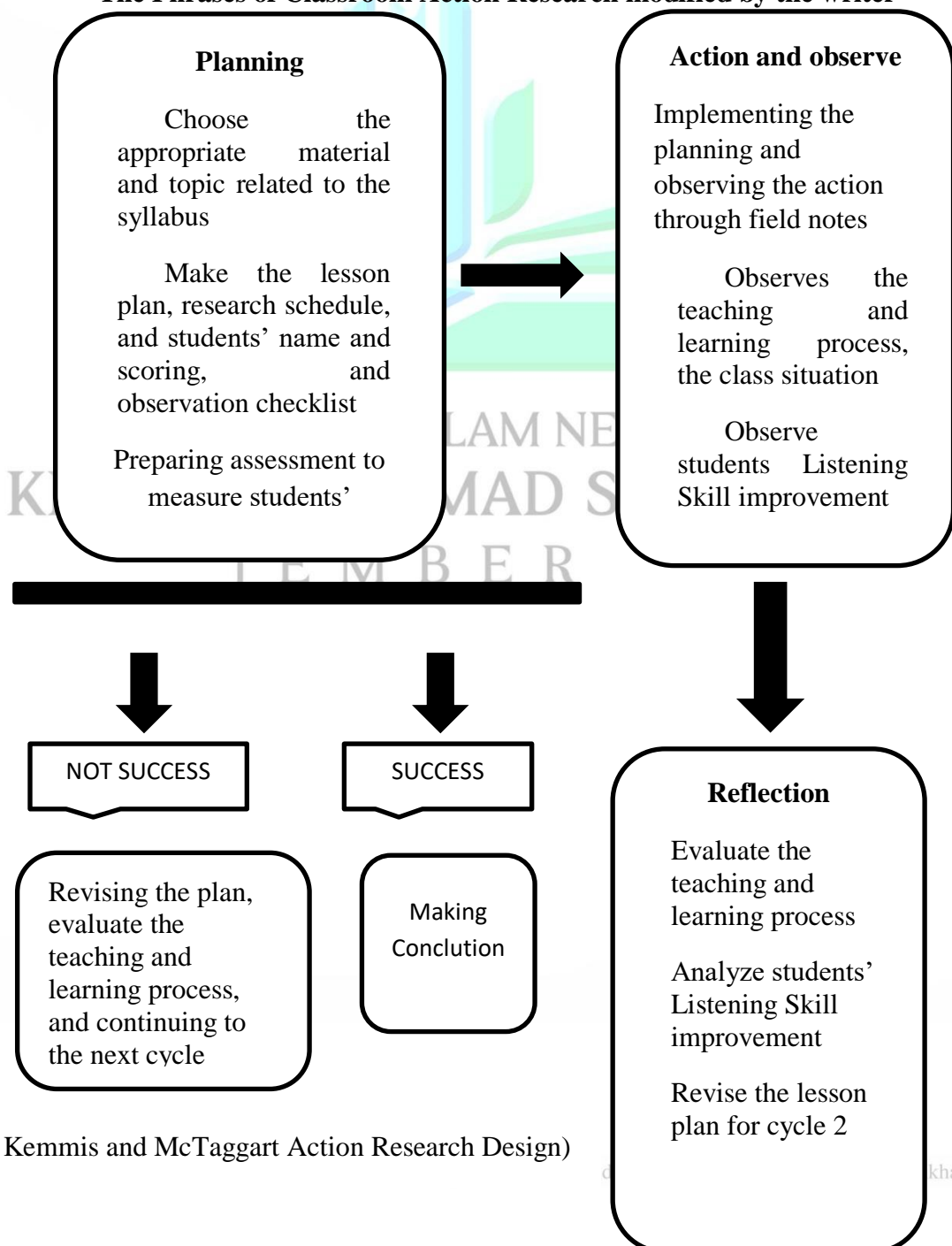
Kemmis and Taggart model. The figure was below:



(Kemmis and Mc Taggart model)

This figure described that the researcher and collaborators had identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. There were two cycles in the research in order to find the convincing result.

Figure 3.2
The Phrases of Classroom Action Research modified by the writer



(Adapted from Kemmis and McTaggart Action Research Design)

2. Procedures of the study

There were four components in one cycle for doing classroom action research. It consisted of planning, acting, observing and reflecting. This classroom action research was arranged into two cycles. They were cycle I and cycle II. The researcher collaborated with English Teacher who taught in the Eight grade student class of SMPN2 Rambipuji.

The activities that be done in each cycle were as follows:

a. Pre-cycle

In the pre-cycle, the researcher intended to know the initial condition of students. The researcher observed students' activities in the class. Based on the observation the researcher knew the problem that was happening to the students and their difficulties in Listening skill.

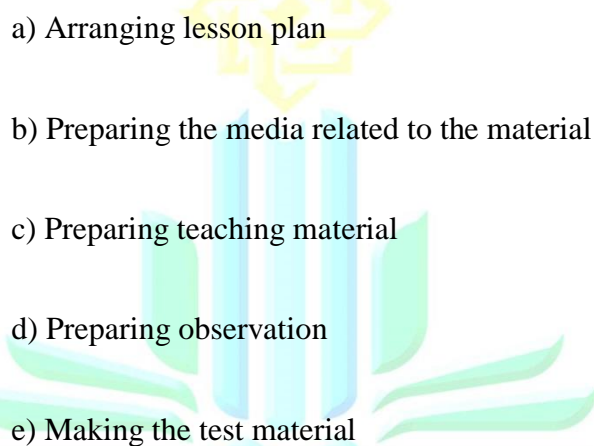
b. Cycle 1

The teacher used Dictogloss strategy in teaching Listening skill.

1) Planning

Planning was arrangement for doing something considered in advanced. The planning had to be flexible because it depended on circumstance and the curriculum. After the problem have been

known, the researcher as the teacher and the other teacher worked together to plan everything needed in order to solve the students' problem. So, the researcher prepared everything related to their teaching and learning process.

- 
- a) Arranging lesson plan
 - b) Preparing the media related to the material
 - c) Preparing teaching material
 - d) Preparing observation
 - e) Making the test material

2) Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready of situation changing in the school. Thus, the action was dynamic, needed immediately dissuasion for what would be done and completed simple evaluation.

- a) Teacher explains the material
- b) Teacher introduces the rule of dictogloss strategy.
- c) Teacher ask the students to make a group and prepare piece of paper.

3) Observation

The observation was done to check:

- a) The students' activity in the classroom
- b) The students' response during the teaching and learning process
- c) The students' Listening skill improvement.

4) Reflection

This step was analyzing the whole action had been done. Based on the data had been collected, teacher and researcher discussed and made evaluation to determine the next cycle.

c. Cycle 2

1) Planning

The result of cycle one indicated that there would be an improving in the students' Listening comprehension, but it perhaps did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so, the cycle 2 would be conducted. It would be done in two meetings with the same steps.

- a) Identify the problem and make the solution for the problem.
- b) Arranging lesson plan.

c) Preparing the media related to the material.

d) Preparing the teaching material.

e) Preparing the observation.

f) Making the test material.

2) Action

After being revised, the teacher began to teach Listening skill by giving information to the students and giving the chance to the students to ask some questions which they did not understand.

a) Teacher explains the material

b) Teacher introduces the dictogloss strategy.

c) Teacher ask the students to do a discussion.

3) Observation

The observation was done to check:

a) The students' activity in the classroom

b) The students' response during the teaching and learning process

c) The students' listening skill improvement.

4) Reflection

This step was analyzing the whole action had been done. Based on the data had been collected, teacher and researcher discussed and made evaluation to determine the next cycle.

B. Research Setting

The Researcher was conducted at SMPN 2 Rambipuji, The Researcher choose this School because Dictogloss strategy had never be applied by the English teacher and headmaster of SMPN 2 Rambipuji had given permission to the researcher for doing the research.

C. Research Subject

The researcher involved the students of SMPN 2 Rambipuji especially students of class VIII-A consist of 29 students, 10 girls and 19 boys. The researcher chose this school because of according to the teacher, Mrs. Rini, this class was the class which had some problem in Listening when she taught use English Language, so they needed a right treatment to improve their Listening Skill.

D. Data Collection

In this classroom action research, for researcher collected the data by using some techniques of collecting data, those were:

1. Observation

Researcher observed the teaching and learning process in class and students' progress in listening to get information. This technique provided field notes about the whole activity and condition of the class included students' behavior and the problems during teaching and learning process.

2. Interview

This technique was used to get the data related to the teacher and students' behavior before, while and after the action was implemented. The researcher interviewed both teacher and students to get complete information about the teaching and learning process.

3. Test

In order to know the results of students learning process activities, researcher gave the students listening test by the form of a video recording, the test from the video was about birthday meeting video, the students prepared a piece of paper and did it individually, the video recording was reproduced three times in a row. When they finished, the researcher picked up the results of students test and then the researcher shows the lyric from that actual video recording, after which he re-

performs test as the previous way, and then researcher picked up the results again then he compares the two test results.

In this test, the aspects that would be evaluated were comprehension, ability to focus, general understanding, listening for details, accuracy of answer. The type of components were illustrated as below²⁷:

Table 3.1
listening skill assesment criteria

	Poor	Fair	Average	Good	Excellent
Comprehension	1-5	5-9	9-13	13-17	17-20
Ability to focus	1-5	5-9	9-13	13-17	17-20
General understanding	1-5	5-9	9-13	13-17	17-20
Listening for details	1-5	5-9	9-13	13-17	17-20
Accuracy of answer	1-5	5-9	9-13	13-17	17-20

EFL: Listening Assessment and Ita Adrayani Syam in Tes dan Penilaian dalam Listening

4. Document Review

The researcher used document review to collect data such as students' attendance list, the data of school profile which was include the

²⁷ Regita Cahyani Ginoga, "Using English Song In Improving Listening Skill At Eighth Grade Students In MTS Negeri 1 Manado" (Thesis, Institute of Islamic Studies Manado, 2020).

background of the school, visions and missions, the number of teachers and the data related with the researcher needed in this research.

E. Technique of Data Analysis

In analyzing the numerical data, the researcher tries to get the average of students' Listening skill score from pre-test before implementing the dictogloss strategy and post-test result in one cycle. It would be used to know the result of dictogloss strategy in improving students' listening skill. The formula as follows:²⁸

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} : Mean

x : Individual score

N : Number of students

Then, the writer tried to get the class percentages which pass the target score of the minimum standard score (KKM). The KKM that must be attained considering English Listening subjects is 75 (seventyfive) which was adapted from the school agreement at SMPN 2 Rambipuji. It used the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

²⁸ Sudjana, *Metoda Statiska*, (Bandung: PT. Tarsito, 2002), 67.

N : number of students

F. Validity of Data

Validity was the development of sound evidence to demonstrate that the test interpretation of scores about the concept or construct that the test is assumed to measure matches. Test validity supposes that the writer can be explicit about what was to be tested and takes steps to ensure that the test reflects realistic uses of particular ability to be measured. It means that validity must represent the test.

Four types of validity there were content validity, criterion-related validity, construct validity and face validity. To measure whether the test has a good validity, the writer analyzes the test from content validity and constructs validity

G. The Criteria of Success

Classroom Action Research (CAR) could be called as successful if it can reach the objective which has already been determined before. This research would be considered good if 60%-75% of the material taught students is mastered by students.²⁹ This research will be successful when there is 60% of students could pass the assessment score more than 75 as minimal mastery level criterion (KKM) in SMPN 2 Rambipuji. Classroom Action Research (CAR) will be failed if the students cannot exceed the criteria that have been adopted from the school.

²⁹ Syaiful Bahri Djamarah dan Aswan Zain, *Strategy Belajar Mengajar* (Mataram: PT. Rineka Cipta, 2005), 107.

Additionally, the success of the Classroom Action Research would be fully successful if the dictogloss strategy can increase the students' comprehension in listening skill during the learning process. This Classroom Action research would be stopped if the students have already reached the criterion of success but if the criterion of success unreached, the researcher would like to plan alternative action to be done in the next cycle.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the profile of the school, research findings and discussion. The detail of the research processes were presented below:

A. Overview of Research Objects

1. The History of SMPN2 Rambipuji

SMPN2 Rambipuji the school which was located at Jl. Widuri 1 Pecoro Rambipuji Jember regency. This school was built on 07th of November 1983 where the first headmaster was Mr Darsono. Today, the accreditation of the school is “A” where the headmaster today is Sugiarto, S.Pd. There are 26 teachers and 8 school staffs in the 2022 academic year. The raising of SMPN2 Rambipuji Jember was indicated by so many facilitates that aimed to support teaching and learning process at this school, such as library, computer laboratory, language laboratory, and science laboratory. Based on the data that the researcher got, this school has 526 students in 2022 academic year.

2. VISION and MISSION of SMPN2 Rambipuji

The vision of SMPN2 Rambipuji

- a. *Terwujudnya pengembangan kurikulum tingkat satuan pendidikan*
- b. *Terwujudnya proses pembelajaran yang efektif dan efisien*
- c. *Terwujudnya peningkatan perolehan hasil lulusan*
- d. *Terwujudnya peningkatan kualitas tenaga pendidikan*
- e. *Terwujudnya pengembangan sarana pendidikan*

- f. *Terwujudnya pengelolaan pendidikan yang bermutu*
- g. *Terwujudnya pembiayaan kegiatan pendidikan yang transparan dan akuntabel.*
- h. *Terwujudnya pelaksanaan penilaian pembelajaran*
- i. *Terwujudnya pembinaan dan peningkatan ketaqwaan kepada Allah dengan menjalankan perintah-perintah Allah dan menjauhi larangan-laranganNya melalui kegiatan pembiasaan dan pengembangan diri*
- j. *Terwujudnya pembinaan nilai-nilai kebersamaan dalam kehidupan bermasyarakat, berbangsa, dan bernegara.*
- k. *Terwujudnya pembinaan apresiasi seni, daya kreasi dan kreativitas seni yang tidak bertentangan dengan ajaran agama*

The mission of SMPN2 Rambipuji

- a. *Mewujudkan pengembangan kurikulum tingkat satuan pendidikan*
- b. *Mewujudkan proses pembelajaran yang efektif dan efisien*
- c. *Mewujudkan peningkatan perolehan hasil lulusan*
- d. *Mewujudkan peningkatan kualitas tenaga pendidikan*
- e. *Mewujudkan pengembangan sarana pendidikan*
- f. *Mewujudkan pengelolaan pendidikan yang bermutu*
- g. *Mewujudkan pembiayaan kegiatan pendidikan yang transparan dan akuntabel*
- h. *Mewujudkan pelaksanaan penilaian pembelajaran yang berkualitas*

- i. Mewujudkan pembinaan dan peningkatan ketaqwaan kepada Allah dengan menjalankan perintah-perintah Allah dan menjauhi larangan-laranganNya melalui kegiatan pembiasaan dan pengembangan diri
- j. Mewujudkan pembinaan nilai-nilai kebersamaan dalam kehidupan bermasyarakat, berbangsa, dan bernegara.
- k. Mewujudkan pembinaan apresiasi seni, daya kreasi dan kreativitas seni yang tidak bertentangan dengan ajaran agama.

A map of the school



B. Research Findings

This class room action research used the model from Kemmis and McTaggart. The research was carry out in two cycles, the implementation of each cycle concisted of four main stages: Planning, acting, observing and reflecting.

1. Findings in the Pre-Cycle (Before the Action)

The stages of implementing the research before the first cycle and second cycle, the researcher carried out the pre-cycle stage. First, the researcher conducted an interview with Mrs. Rini to identify the problem that was happening to students especially when they are learning English language. The result of the research and observation, researcher identified if students difficult to learn English language especially on listening skill, due they never learned listening skill with different strategy, therefore researcher brought new strategy to get improvement on students listening skill learning process. At that point, the researcher decided three meetings in one cycle, two meetings for teaching and one meeting for the listening test. The researcher prepared for the teaching and learning process such as lesson plan, media and materials which were appropriate with the standard and basic competence in curriculum of education level 2013 for junior high school.

The researcher began the learning process by praying and then continues with the presence of students. After that the researcher explains

the purpose of the research to be given. After explaining the purpose of the research to be carried out, the researcher gave the first test using the birthday video recording. The test given was to find words or sentences from the video recording that they heard. The results of the pre-test showed that there were many students who had score under criteria of success (KKM), 75. The followings were the result of the students' pre-test scores:

Table 4.1
Students listening achievement in pre cycle

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	12	14	14	10	10	60	Failed
2	AM	75	10	12	13	15	11	60	Failed
3	AR	75	16	14	11	14	12	75	Passed
4	ANMHS	75	15	15	16	15	14	75	Passed
5	ADH	75	16	14	16	15	15	76	Passed
6	AEL	75	15	15	13	10	12	65	Failed
7	AMS	75	11	12	9	10	8	50	Failed
8	DRS	75	15	14	13	15	13	70	Failed
9	DR	75	11	12	11	10	11	55	Failed
10	EAA	75	12	14	13	13	13	65	Failed
11	FA	75	12	10	10	9	9	50	Failed
12	HF	75	16	17	16	16	15	80	Passed
13	HN	75	13	12	14	10	11	60	Failed
14	IYH	75	10	14	12	13	11	60	Failed
15	JF	75	16	16	14	15	14	75	Passed
16	KASAH	75	11	13	11	12	13	60	Failed
17	MAF	75	12	14	13	11	10	60	Failed
18	MRAM	75	13	15	18	15	14	75	Passed
19	MW	75	10	8	9	14	9	50	Failed
20	MSA	75	16	15	15	14	15	75	Passed
21	MAP	75	11	9	11	10	9	50	Failed
22	MFA	75	14	13	14	13	11	65	Failed
23	MI	75	17	18	17	15	13	80	Passed
24	NINL	75	11	10	13	15	11	60	Failed
25	OF	75	12	11	10	12	10	55	Failed

26	RHP	75	12	9	11	10	8	50	Failed
27	SUR	75	15	16	14	16	14	75	Passed
28	SIF	75	14	13	14	13	11	65	Failed
29	TR	75	15	13	14	13	10	65	Failed
Total		1.761							
High Score		80							
Lowest Score		50							
Average Score		60,72							

KKM = Minimum completeness criteria

C = Comprehension

A = Ability to focus

G = General understanding

L = Listening for details

AA = Accuracy of Answer

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Formulation:

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

Notes:

X: Mean/ Average

$\sum x$: The sum of student's score

$\sum N$: Total students

$$P = \sum \frac{\text{sum of student's score}}{\text{total students}} \times 100\% = \frac{1.761}{29} = 60,72\%$$

To find out the classical values of students are used:

$$P = \sum \frac{\text{students who have finished learning}}{\text{total students}} \times 100\% = \frac{9}{29} \times 100\% = 31,03\%$$

Based on the data above, it could be concluded that from 29 students who reached the completeness were only 9 students. So as to achieve mastery learning in English subject with the improving students listening skill through dictogloss strategy in the pre cycle only with an average value.

2. Research Findings in Cycle 1

In cycle 1, there were four stages of planning, acting, observing and reflecting. The details of the activity stages in cycle 1 were below:

a. Planning

At this phase, researcher had learned the students learning process condition based on the discussion had been carry out with Mrs, Rini as collaborator, began with preparing the lesson plans that already planned before. After everything have been prepared, researcher carry out the activities smoothly. For the last part, researcher reconfirm the lesson plan that had been carried out to the collaborator and asked her suggestion for the lesson that had been used for this cycle 1.

b. Acting

Acting phase is the implementation of the planning phase that had been planned by the researcher as well. The teacher acted as the teacher who did the action in teaching students at the eighth grade of SMPN2 Rambipuji by using dictogloss strategy. The activities in the class consisted of three activities they are setting induction activity,

main activity, closing activity. The setting induction included opening the teaching and learning process, such as greeting, praying, checking attendance list, giving motivation and reviewing the last material. The main activity was doing the dictogloss strategy to the students and explain them what would be done in the teaching learning process. The closing activity was reviewing the lesson. Here, the description of the action that was implemented.

1) Finding of the First Meeting in cycle 1



Picture 4.1 The Researcher explained the material

The illustration above showed that the first meeting was conducted on Saturday, November 05th 2022 at 08.20 – 09.40 am. Before starting the class, the researcher mad a

planning or the action research based upon the problems faced by students in learning listening skill. In thus case, the researcher determined to select the material, strategy, and media that would be used in the learning process. Based on the syllabus, there were some materials and it was about *the use of a, an & the* to be delivered to students. It discussed about where will that points to be used in the sentence.

Besides that, the researcher also prepared the criteria of success. This research would be successful if the number of students who reached the minimum score that are higher than 70%. After preparing all the materials, the researcher started the class by greeting, asking the students for praying together, checking students' attendance list and informing them what they were going to have in the meeting. The researcher started the material by explaining the use of a, an, and the, in order that they wouldn't miss the material as instructed by Mrs. Rini as actually an English teacher of the class. While the learning was going the researcher tried to test the students listening from materials that was explaining.

After the researcher's obligation had been done, the researcher begun with writing a sentence and asked the students to repeat after him. This kind of think had been done in order the students easily to accept the strategy that was

carried out. After that, the researcher explained the plaining that would be done in the class from first meeting till the last. Students were very interested with researcher's plain. Afterwards, the researcher erased and red the sentence than order the students tried to guess what words that researcher spoke. For the first step, this was done till the break time bell rings, when the time comes, the researcher gave the students time to ask questions, after the researcher answered it the researcher asked the students to pray together and take a rest.

2) Finding of the Second Meeting in cycle 1



Picture 4.2 The second meeting

That picture was illustrated for the second meeting that was conducted on Wednesday, 09th November 2022 at 07.00 – 08.20 am. The researcher entered the class and started the teaching and learning process by greeting, praying, and

checking their attendance list. Before the researcher informed them about what they were going to do in the second meeting, the students and the researcher did a brain storming together. To ensure that the students still remember about the material that had been given at the first meeting, the researcher asked them about what they had learned in the first meeting. There where one student asked about the material before. As usual, before the researcher was going to do the dictogloss training strategy, the collaborator asked the researcher to give a material that was obligated to the class. In this meeting the collaborator asked the researcher to give *the use of some and any* material. After that material had been given, the researcher start with wrote a sentence related to the material, example, *do you have any books, I have some books,* etc. when the researcher had red it and the students repeat after it for many times, the researcher order students to made a group, each group consist of three students, one group consist of two students. The researcher red again the sentences without the written at the whiteboard, and asked the students to discuss what was researcher read, than the researcher asked the students to wrote their result at the paper. Before time runs out, the researcher asked the result, and students submit it to the researcher, to close the meeting researcher asked the students

for praying together and stay calm because they would have the second class.

3) Finding of the Third meeting in cycle 1



Picture 4.3 the third meeting

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That picture was illustrated for the third meeting that was held on 12th November 2022 at 08.20 – 09.40 am. The researcher came into the class at 08.20 am. The researcher prepared the media for teaching and learning process. The researcher started the class by greeting, praying, checking the students' attendance list, giving motivation and reviewing the last material in order the students remember the lesson. The researcher asked the students to pay attention, then, the

researcher started to explain the direction of listening test that would be held.

In listening test, the researcher prepared mini sound and laptop, the video recording material was about birth day greeting. the duration of the video was 1 minute 49 seconds. The students must prepared a peace of paper, then the researcher played the video recording for three times. When it was finished, the researcher took the paper from the students. The researcher used the result of the test to know the improvement of students listening skill by kind of this research. In the end, the researcher reexplain them the meaning of the test, then giving then a motivation, for the last, researcher asked them for praying and close the class.

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Table 4.2

The Students' Listening Achievement in Cycle 1

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	14	16	16	12	12	70	Failed
2	AM	75	12	14	15	17	13	70	Failed
3	AR	75	17	16	15	16	15	79	Passed
4	ANMHS	75	15	16	15	16	13	75	Passed
5	ADH	75	15	15	18	15	16	79	Passed
6	AEL	75	13	17	11	14	15	70	Failed
7	AMS	75	16	14	13	13	9	65	Failed
8	DRS	75	16	18	16	17	17	84	Passed
9	DR	75	14	15	15	16	15	75	Passed
10	EAA	75	16	15	16	16	13	73	Failed
11	FA	75	16	13	14	13	12	71	Failed
12	HF	75	17	14	17	16	16	80	Passed
13	HN	75	15	14	17	18	15	79	Passed
14	IYH	75	12	10	11	16	14	63	Failed

15	JF	75	18	16	15	17	14	80	Passed
16	KASAH	75	11	13	14	17	13	68	Failed
17	MAF	75	11	17	18	12	12	70	Failed
18	MRAM	75	14	12	14	13	12	65	Failed
19	MW	75	17	14	16	15	13	75	Passed
20	MSA	75	18	15	16	16	17	82	Passed
21	MAP	75	14	15	14	15	15	75	Passed
22	MFA	75	13	16	13	16	13	71	Failed
23	MI	75	17	18	14	15	15	79	Passed
24	NINL	75	16	16	14	15	14	75	Passed
25	OF	75	12	14	14	12	12	64	Failed
26	RHP	75	15	10	10	11	14	60	Failed
27	SUR	75	17	16	18	15	14	80	Passed
28	SIF	75	14	13	13	12	11	63	Failed
29	TR	75	17	16	15	14	13	75	Passed
Total		2.115							
High Score		84							
Lowest Score		60							
Average Score		72,93							

KKM = Minimum completeness criteria

C = Comprehension

A = Ability to focus

G = General understanding

L = Listening for details

AA = Accuracy of Answer

Average value inside using the formula:

$$x \frac{\sum X}{\sum N} = \frac{2.115}{29} = 72,93$$

Notes:

X: Average value

$\sum x$: The sum of all student grades

$\sum N$: Total students

To find out the classical values of students the following formula is used.

$$P = \sum \frac{\text{students who have finished learning}}{\text{total students}} \times 100\% = \frac{15}{29} \times 100\% = 51,72\%$$

Notes:

Information P: Classical completeness

\sum Complete students: A large number of students who complete

\sum Students: Total students

Data Analysis:

$$\sum \text{Percentage of student activity} = 51,72\%$$

$$\sum \text{Student Activity} = 72,93$$

$$\sum \text{Students} = 29$$

Based on observation instruments during the learning process using dictogloss strategy to improve Listening skill in cycle I that the average activity of students was 72,93 and student presentations reach 51,72%. These was categorized as bad if viewed from the presentation scale, therefore the researcher next to cycle II to see the improvement whether there was an increasing or not.

c. Observing

Table 4.3
The data observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researcher as a teacher				√		4
2	Students interest in listening the video recording				√		4
3	Students answer teacher's question		√				2
4	Students ask question to clarify understanding			√			3
5	Students enthusiasm in doing the test				√		4
Total							17

1 = Very bad

2 = Bad

3 = Fair/enough

4 = Good

5 = Very good

The score of the observation as follows:

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

$$P = \frac{17}{25} \times 100\%$$

$$= 68\%$$

According to observation checklist above, it was concluded that students were interested in doing the learning activity by difference experience and they were enthusiastic in doing the task. So,

the teaching learning process ran well and students enjoyed the learning activity. Based on the observation note that had been taken by the collaborator, the researcher's performance in teaching English by dictogloss strategy had been implemented in a good way, the management class and time was good enough, the classroom situation controlling can be handled by him. Overall students looked enthusiastic because they feel something new in their learning process, the students also looked more active.

d. Reflecting

Based on observation instruments during the learning process by using Dictogloss strategy to improve the students Listening skill in cycle I that the average activity of students was 72,93 and students' presentations reach 51,72%. These was categorized as bad if viewed from the presentation scale, therefore the researcher continue to the cycle II to see the improvement whether there would be an increase or not.

3. Research Findings in Cycle 2

a. Planning

In this phase of second cycle, learning activity in cycle 2 were a follow up to learning activity of cycle 1, namely to further improve students' Listening skill in English. In detail, the planning for the second cycle of the first meeting was as follows:

- 1) Preparing the material
 - 2) Preparing the lesson plan that had been mad
 - 3) Make students observation list
- b. Acting
- 1) Findings the First Meeting in Cycle 2

The first meeting of cycle 2 was conducted on Wednesday, November 16th 2022 at 07.00 – 08.20 am. As usual, the researcher started the class by greeting, asking them for praying, checking students' attendance list and asking about the students' feelings for doing the teaching learning process.

Before the researcher continue to the core activity, the researcher asked the students to give a question about the learning process last week, and when the researcher asked back to the students, some students little bid had better in the accuracy of the answering. The researcher told the students that from the test that was conducted last week, their listening little bit has an increasing but still has much lessness. Came in to the main activity, the researcher doing the learning process by mixing English and Indonesian in order students used to hear English Language. The researcher started to explain the material that was comparative degree, after the researcher explained the material, the researcher started for doing the Dictogloss strategy, researcher wrote a sentences: *i have more book, you have more book, you are taller,*

he writes faster, etc, after practicing the sentences, the researcher erased the sentences and re practicing. Next, the researcher red the sentences without written I the board than order the students to write what the researcher said. The researcher red it for three times than ordered the students to submit the result, after a while, the researcher gave the result back to students than made conclusion for the learning on that day.

Before the researcher closed the meeting, the researcher gave suggestion for students to always doing what the researcher suggested, in order they can increase their skill especially in listening skill. The researcher led the pray and closed the meeting.

2) Finding the Second Meeting in Cycle 2

The second meeting of cycle 2 was conducted on Saturday, November 19th 2022 at 08.20 – 09.40 am. As usual, the researcher started the meeting by greeting, checking students' attendance list and checking their condition. Before going to the lessons, researcher made a funny moment that seems like ice breaking for the students, that was done for making the students happy for continuing the class.

The researcher started the lesson by continuing the material that have been taught last week, researcher explained the patterns than wrote a sentence more much than before, in the second writing the researcher just red the sentence once, than the

researcher erased it. Researcher red the sentence without writing two times than asked the students to wrote what they heard, after that, the researcher ordered the students to came forward and wrote what they have heard on the white board. After three students did it, the researcher red the sentences once again and asked the students to discuss with their friend than came forward again. After practiced, the researcher re explained the material, the researcher moved to question and answer time.

In the last meeting of cycle 2, the researcher asked 10 minutes to students to focus on doing the Dictogloss strategy, the researcher made the students to be four groups than the researcher asked them to pay attention and wrote what they heard from the researcher, the researcher made long sentence than red it for three times slowly. The students focused than doing the researchers' instruction. It was done to trained more their *ability to focus* and Listening Skill generally. After a while, researcher explained the students for the activity next week than closed the meeting by praying together.

3) Finding the Third Meeting in Cycle 2

The third meeting of cycle 2 was conducted on Wednesday, November 23th 2022 at 07.00 – 08.20 am. In this meeting, researcher gave listening test to the students, researcher had tried the best he could do to improve their listening skill. The

researcher gave the listening test to know the improvement of students listening skill, since the first cycle of the listening test the students had not reach yet the criterion of success, so that the researcher conducted it again in the second cycle.

In this meeting, the researcher started the class by greeting, checking students' attendance list and checking their condition. Before researcher continue to the test, the researcher asked the students to keep silent and pay attention to the researcher, researcher prepared the video recording and mini sound. After a while, researcher explained the rule or direction of the listening test than asked students for providing a piece of paper. There were some instructions for students: first, the researcher would play the video recording four times. Second, the students had to wrote what they heard from the video recording. Third, students had to analyzed from what they heard and wrote. Fourth, students had to submit their paper. From this test, the researcher and collaborator could use the result for checking their improvement of Listening Skill. The result of post-test in cycle 2 was follows:

Table 4.4
The Students' Listening Achievement in Cycle 2

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	16	18	18	14	15	81	Passed
2	AM	75	16	16	17	17	12	80	Passed
3	AR	75	18	18	17	17	16	84	Passed
4	ANMHS	75	16	17	17	17	18	85	Passed

5	ADH	75	18	17	18	18	17	89	Passed
6	AEL	75	17	13	12	13	16	71	Failed
7	AMS	75	15	13	14	17	13	72	Failed
8	DRS	75	17	17	14	15	16	79	Passed
9	DR	75	16	16	16	17	16	81	Passed
10	EAA	75	17	16	17	17	14	79	Passed
11	FA	75	17	15	15	15	11	73	Failed
12	HF	75	18	17	16	17	12	80	Passed
13	HN	75	18	19	18	19	19	93	Passed
14	IYH	75	14	17	18	14	13	76	Passed
15	JF	75	17	18	16	17	17	85	Passed
16	KASAH	75	14	12	13	16	14	69	Failed
17	MAF	75	16	17	16	17	14	80	Passed
18	MRAM	75	15	14	15	13	12	69	Failed
19	MW	75	16	17	15	15	15	78	Passed
20	MSA	75	16	16	15	17	16	85	Passed
21	MAP	75	15	16	16	15	15	77	Passed
22	MFA	75	15	14	15	14	13	71	Failed
23	MI	75	16	17	18	14	15	80	Passed
24	NINL	75	17	16	15	14	14	76	Passed
25	OF	75	18	17	15	17	14	81	Passed
26	RHP	75	13	14	15	14	14	70	Failed
27	SUR	75	16	17	16	15	13	77	Passed
28	SIF	75	16	15	17	16	15	79	Passed
29	TR	75	18	17	16	17	16	84	Passed
Total		2.285							
High Score		93							
Lowest Score		69							
Average Score		78,79							

KKM = Minimum completeness criteria

C = Comprehension

A = Ability to focus

G = General understanding

L = Listening for details

AA = Accuracy of Answer

The average value inside using the formula:

$$X \frac{\sum X}{\sum N} = \frac{2.285}{29} = 78,79$$

Notes:

X: Average value

$\sum X$: The sum of all student grades

$\sum N$: Total students

To find out the classical values of students the following formula is used.

$$P = \sum \frac{\text{students who have finished learning}}{\text{total students}} \times 100\% = \frac{22}{29} \times 100\% = 75,86\%$$

Notes:

Information P: Classical completeness

\sum Complete students: A large number of students who complete

\sum Students: Total students

Data Analysis:

\sum Percentage of student activity = 75,86%

\sum Student Activity = 78,79

\sum Students = 29

Based on the result of the second cycle, from the first meeting till the last meeting it can be said that the strategy of Digtoglos could increase students listening skill, compared to the cycle 1, the second cycle showed that the main score of post-test was 78,79. There were 22 students reach above of the criterion of success. Meanwhile, there were 7 students got below of the criterion. It was concluded that the second cycle had achieved the criteria of success.

a. Observing the Action

In observing phase the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, the students' enthusiastic during the learning process and their braveries in speaking practice. The data were described as follows:

Table 4.5
The data observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researcher as a teacher					√	5
2	Students interest in listening the video recording					√	5
3	Students answer teacher's question				√		4
4	Students ask question to clarify understanding				√		4
5	Students enthusiasm in doing the test					√	5
Total							23

1 = Very bad

2 = Bad

3 = Fair/enough

4 = Good

5 = Very good

The score of the observation as follows:

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

$$P = \frac{23}{29} \times 100\%$$

$$= 79,31\%$$

According to observation checklist above, it was concluded that students were more interested compared to cycle 1. After looking at their post-test speaking achievement in cycle one, they tried to give more their attention when the researcher explained the material. They changed their behavior better than before. So that, the relationship between the students and the researcher got more closer, it was proven when they had not been shy to ask the question to clarify their understanding.

Based on the observation notes taken by the collaborator, the researcher had applicated his revised when in great way, especially giving attention to the students thoroughly and more involved the less-active students and often making his/her own conversation in class, distracting their friends. The researcher had good management class and time management. So, when students performed their demonstration in front of the class, overall students looked enthusiastic because they had

new way to practice their listening especially in the learning process. The students also looked braver and more active.

b. Reflecting

In this step, the researcher reflected the implementation of dictogloss strategy as media to improve students' listening skill. It took 2 meetings or treatment to make great improvement toward the students listening achievement. This treatments and evaluation definitely changed students' attitude and behavior toward listening.

Referring to field note in the first meeting in cycle 2, the students could have an improvement in their listening. Compared to cycle I, many students were not confident in their English language, because they had a little time to practice their English especially in listening, but when the researcher took the class, the researcher brought the students to always practice, so that they can familiar with listening English language, they became confident and often to listen an English words.

Thereafter, the researcher checked the fieldnote from the second meeting in cycle 2. There were many changes from the first meeting. Here, the students could understand when the researcher spoke English language, they could comprehend from what they heard. It was proven when the researcher continuo the class to the second cycle. It was proven also when students who completed the cycle II reached 75,86%, namely 22 people with an average value of 78,79.

This certainly increased when compared to cycle I. While the average in cycle I, only increased by 51,72%. If described in the form of a comparison table between pre-cycle, cycle I, and cycle II completeness of student learning in English by dictogloss strategy to improve students listening skills in the eighth grade of SMPN 2 Rambipuji.

C. Discussion

This section presented the discussion of the research finding which related to the theories. Improving students' listening skill through dictogloss strategy could have the students in improving their listening achievement. It could be seen from students' score which was gradually improved. From the data of pretest, the students mean score in the preliminary study was 60,72% and the percentage of the students who reached the minimum score was 31,03%. It proved that students listening skill was still low. After the post-test of cycle 1, the students mean score increased to 72,93% and the percentage of the students who reached the minimum score was 51,72%. It could be said that the students' listening skill increased but still did not reach the criteria of success. So, the cycle continuo to the cycle 2.

Based on the result of students' listening score in cycle 2, the average score was 75,86%, showing that 22 students, or 78,79% of the students were above the minimum proficiency standard (KKM 75). During that time, seventh of the students were below the norm. Students' listening skill has

improved by up to 50%. It could be considered successful because the students' listening test result were able to meet the success criteria. This result of research related to the theory from Michael Rost and Wilson.

The implementation of dictogloss strategy had gained good response from the students. It could have the students in improving their listening skill. The students had more chance in practicing their listening in the class. In teaching and learning process the presence of the media (Dictogloss strategy) had an important meaning, because in these activities dictogloss strategy has a rather significant role as learning media, as what Harmer said that media is an aid of teaching and learning process which makes the students understand better to the material. He said that media is the basic of the material it self and it can relate with whole of the materials' topic and content.³⁰ So, the researcher chose video recording as the media to implement the dictogloss strategy. Strategy can be defined as the behaviours of a learner that are intended to influence how the learner processes information. Examples include underlining of key ideas in a passage, outlining of the ideas in a lecture, or trying to put some newly learned information into one's own words.³¹

The researcher used dictogloss strategy to the students according to the themes that related to the material. The students were divided into 4 groups which made them easier to doing the strategy. They can discuss with their

³⁰ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), 134

³¹ Richard E. Mayer, *Learning and Study Strategies, Issues in Assessment, Instruction, an Evaluation*, (Academic Press, 1988), 11

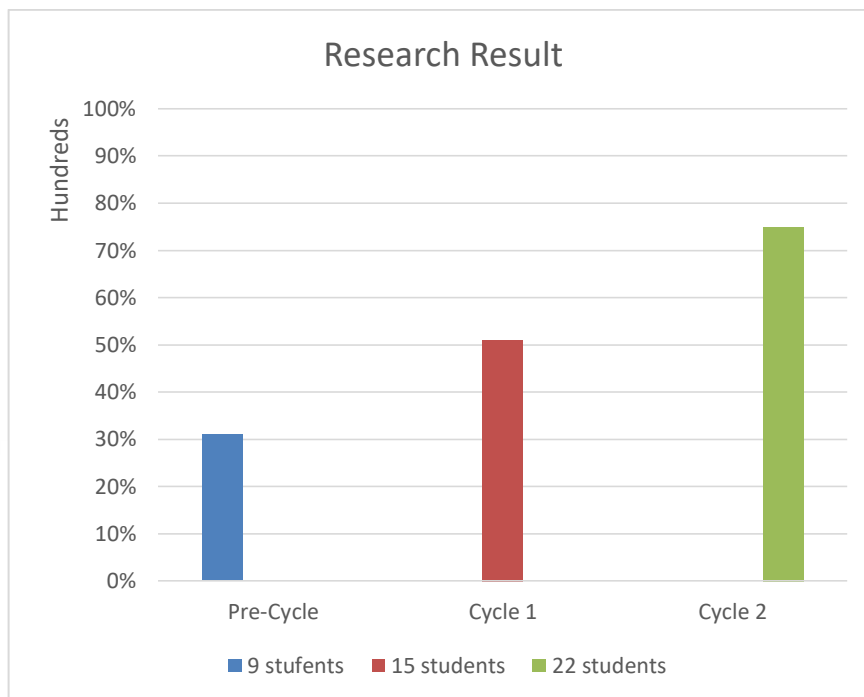
friend from what they heard and analyzed the comprehend of the sentence, it helped the students to be more active and easier to learn.

Dictogloss strategy showed positive progress of students' listening achievement because when the researcher tried to speak English, they can understand and familiar with the words that was spoken. Dictogloss strategy was very suitable for used in learning listening skill. The students also need something different that make them interested in understanding the meaning of English words or sentences. So that is why the researcher taught them using dictogloss strategy as a tool in performing their listening.

Teaching listening by using dictogloss strategy had advantages and disadvantages for the students and the teacher. The students were happier in the class and they could understand what teacher said and also made them familiar with words that they heard, they had time to practice more. Besides that, the researcher should have a good preparation and extent possible for the lessons taught must be suitable with the dictogloss strategy.

Based on the result of the explanation described above, it can be seen that there was an improvement in listening ability especially in class VIII-A SMP 2 Rambipuji after the implementation of dictogloss strategy. Analysis of data result from pre-cycle, cycle 1, cycle 2 resulted in the percentage of the average score and mastery of listening ability which could be seen in the diagram below:

Diagram 4.1
Research result from pre-cycle, cycle 1, and cycle 2.



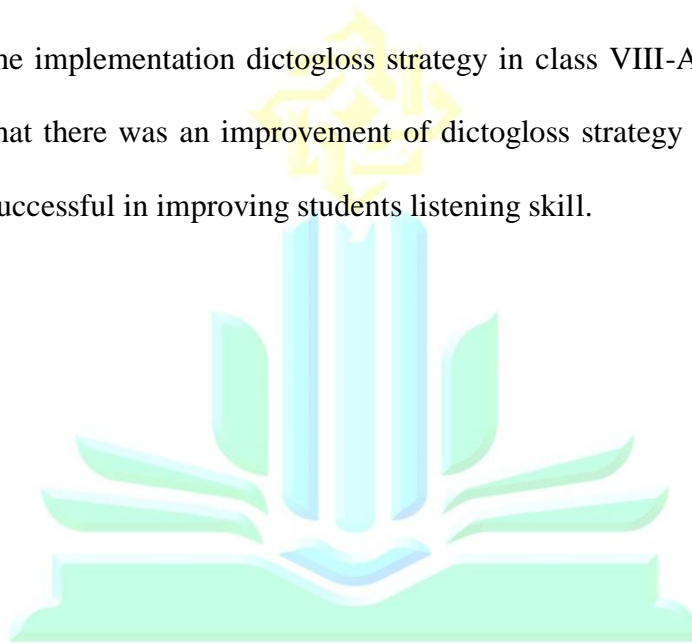
Referring to the results of the Classroom Action Research (CAR) conducted by researcher in implementing the dictogloss strategy in the class VIII-A SMP 2 Rambipuji, it had been successfully carried out. The results of the research in the second cycle have met the performance indicators of listening skill. Summary of research results from pre-cycle, cycle 1 and cycle 2 can be seen in the table below:

Table 4.6
Research result from pre-cycle, cycle 1 and cycle 2

No	Measured Aspect	Pre-Cycle	Cycle 1	Cycle 2	Improvement
1	Mean	60.72	72.93	78.79	18.07
2	Percentage of listening ability completeness	31,03%	51,72%	75,86%	44%
3	Number of completed students	9	15	22	13 students

4	The Data observation class	-	68%	79.32%	11.32%
---	----------------------------	---	-----	--------	--------

Based on the result of classroom action research and exposure to the implementation dictogloss strategy in class VIII-A SMP 2 Rambipuji that there was an improvement of dictogloss strategy could be said to be successful in improving students listening skill.



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CHAPTER V

CANCLUSIONS AND SUGGESTUIONS

A. Conclusion

Based on the result of the study, the researcher inferred that dictogloss strategy improved students' listening skill. The researcher implemented dictogloss strategy that related to the theme of the material in cycle 1 and cycle 2. In the listening practice of cycle 1 and cycle 2, the researcher used video recording as the media of dictogloss strategy.

There was an improvement in student listening test from pre cycle to cycle II. In pre-cycle, the average of students' score was only 60.72 while the percentage of students was 31,03%. it means that only 9 students passed the minimum proficiency standard (KKM), meanwhile the other 20 students were below the standard. So, the students' listening skill in pre-cycle was still low and need to be improved. In the first cycle, the students' average score was 72.93 while the percentage of students was 51,72%. it means that 15 students who passed the Minimum Mastery Criterion (KKM). As a result, the students' listening skill improved slightly, but the success criteria were not met. In cycle 2, the students' average score was 78.79. meanwhile students' percentage was 75,86%. it means that 22 students have passed the minimum proficiency standard (KKM), while the other 7 students were below the standard.

In conclusion, the implementation of dictogloss strategy to improve students' listening skill was successful because the result of students' listening

test score could achieve the criteria of success. Therefore, implementing dictogloss strategy could be effective for teacher listening in the class.

B. Suggestion

Considering the result that the implementation of dictogloss strategy could improve students' listening ability at the eighth grade of SMPN 2 Rambipuji in the 2022/2023 academic year, some suggestions are given to the following people:

1. For English Teacher

It is suggested that the English teacher can use dictogloss as an alternative strategy to attract students' attention in learning English especially listening because the strategy really helps students in increasing their listening ability.

2. Further Researcher

The further researchers or the English teachers who have the same or similar problems with teaching of listening are suggested to conduct a classroom action research by applying dictogloss strategy to improve students' listening ability. The further researcher can use dictogloss strategy in performing students' listening to increase students' listening ability.

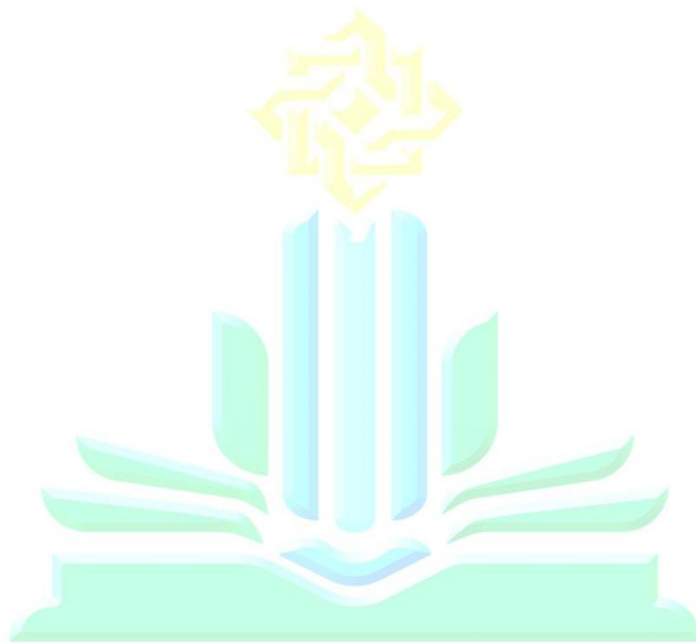
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RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	General Question
IMPROVING STUDENTS' LISTENING SKILL THROUGH DICTOGLOSS STRATEGY AT THE EIGHTH GRADE OF SMPN 2 RAMBIPUJI	A. LISTENING SKILL B. DICTOGLOSS STRATEGY	A. Comprehension B. Ability to focus C. General Understanding D. Listening for details E. Accuracy of answer A. Definition of dictogloss B. Definition of strategy	1. Primary Data Students' Listening score (preliminary study, post-test 1 and post-test 2) 2. Secondary Data a. Interview data b. Documentation c. Field note	<p>Research Design Data Collection Method</p> <ol style="list-style-type: none"> Observation Interview Test Document review <p>Data Analysis Technique The mean of students' score: $\bar{X} = \frac{\sum x}{n}$ \bar{X}: Mean x: Individual score N: Number of students</p> <p>The result of students listening: $P = \frac{F}{N} \times 100\%$ P: the class percentage F: total percentage score N: number of students</p> <p>Criteria of success The research will be successful when there is 60% of students could pass the assessment score more than 75 as minimal mastery level criterion (KKM) in SMPN 2 Rambipuji. Validity of data</p>	How can the students' listening skill be improved through dictogloss strategy?

Appendix 2

STUDENTS' ACHIEVEMENT IN PRELIMINARY STUDY

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	12	14	14	10	10	60	Failed
2	AM	75	10	12	13	15	11	60	Failed
3	AR	75	16	14	11	14	12	75	Passed
4	ANMHS	75	15	15	16	15	14	75	Passed
5	ADH	75	16	14	16	15	15	76	Passed
6	AEL	75	15	15	13	10	12	65	Failed
7	AMS	75	11	12	9	10	8	50	Failed
8	DRS	75	15	14	13	15	13	70	Failed
9	DR	75	11	12	11	10	11	55	Failed
10	EAA	75	12	14	13	13	13	65	Failed
11	FA	75	12	10	10	9	9	50	Failed
12	HF	75	16	17	16	16	15	80	Passed
13	HN	75	13	12	14	10	11	60	Failed
14	IYH	75	10	14	12	13	11	60	Failed
15	JF	75	16	16	14	15	14	75	Passed
16	KASAH	75	11	13	11	12	13	60	Failed
17	MAF	75	12	14	13	11	10	60	Failed
18	MRAM	75	13	15	18	15	14	75	Passed
19	MW	75	10	8	9	14	9	50	Failed
20	MSA	75	16	15	15	14	15	75	Passed
21	MAP	75	11	9	11	10	9	50	Failed
22	MFA	75	14	13	14	13	11	65	Failed
23	MI	75	17	18	17	15	13	80	Passed
24	NINL	75	11	10	13	15	11	60	Failed
25	OF	75	12	11	10	12	10	55	Failed
26	RHP	75	12	9	11	10	8	50	Failed
27	SUR	75	15	16	14	16	14	75	Passed
28	SIF	75	14	13	14	13	11	65	Failed
29	TR	75	15	13	14	13	10	65	Failed
Total		1.761							
High Score		80							
Lowest Score		50							
Average Score		60,72							

Appendix 3

LESSON PLAN

Skills	: Listening
School Level	: Junior High School
Grade	: VIII/ 8
Genre	: Descriptive Text
Time Allotment	: 1 Meeting
Allocated Time	: 1 x 40 Minutes

A. Learning Objective

1. Students are able to create dialog or vocabulary from the short video
2. Students are able to hear native speaker correctly
3. Students are able to measure dialog from the short video
4. Students are able to look for new words from the video

B. Indicator

- Students are able to analyze a sentence from the short video
- Students are able to analyze and explain the purpose of the native speaker from the short video

C. Learning Materi

- Short video (about greeting card)

D. Learning Method

- Approach : Scientific approach
- Method : Discovery learning
- Technique : individual learning

E. Learning Media

- Media : Laptop (video recording)

F. Kegiatan Pembelajaran

Activity	Activity Description	Allocated Time
Pre Activity	<ul style="list-style-type: none"> • Guru menyapa dan memberikan salam • Guru memimpin doa Bersama dan Guru melihat daftar hadir siswa • Guru memberikan motivasi. • Guru menjelaskan Tujuan Pembelajaran • Guru mereview pembelajaran terkait listening 	7 Menit
Main Activity	<ul style="list-style-type: none"> • Menjelaskan kegiatan yang akan dilaksanakan • Siswa merespon Pertanyaan dari guru • Guru menginstruksikan siswa untuk mempersiapkan alat tulist • Guru menginstruksikan untuk menonton vidio dengan seksama • Guru menjelaskan ulang terkait pembelajaran yang akan dilaksanakan • Siswa mulai melaksanakan pembelajaran sesuai instruksi dari guru 	28 Menit
Closing Activity	<ul style="list-style-type: none"> • Guru memberikan kesimpulan mengenai materi pembelajaran. • Guru mengajak siswa untuk mengucapkan “hamdalah” Bersama untuk mengakhiri kelas. • Guru memberi motivasi dan 	5 Menit

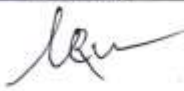








Appendix 4**RESEARCH JOURNAL ACTIVITIES**



Name : Ahmad Muliadi

Nim : T20186093

Title : Improving the Students' Listening Skill Through Dictogloss Strategy at The
Eighth Grade of SMPN 2 Rambipuji

Location : SMPN 2 Rambipuji

No	Day/Date	Activity	Initials
1.	Friday, 28 th October 2022	The researcher gives a "surat permohonan penelitian" to the school.	
2.	Saturday, 03 th October 2022	The researcher interviewed the English teacher and student.	
3.	Wednesday, 02 th November 2022	The researcher hold preliminary study in the class.	
4.	Thursday, 03 th November 2022	The researcher discusses about lesson plan with the English teacher.	
5.	Saturday, 05 th November 2022	The researcher implements the action (first meeting) in cycle 1	
6.	Wednesday, 09 th November 2022	The researcher implements the action (second meeting) in cycle 1.	
7.	Saturday, 12 th November 2022	The researcher gives a listening test to the students in cycle 1.	
8.	Wednesday, 16 th November 2022	The researcher implements the action (first meeting) in cycle 2.	
9.	Saturday, 19 th November 2022	The researcher implements the action (second meeting) in cycle 2.	

10.	Wednesday, 23 th November 2022	The researcher gives a listening test to the students in cycle 2.	
11.	Monday, 05 th December 2022	The researcher asks for a letter of research finishing.	



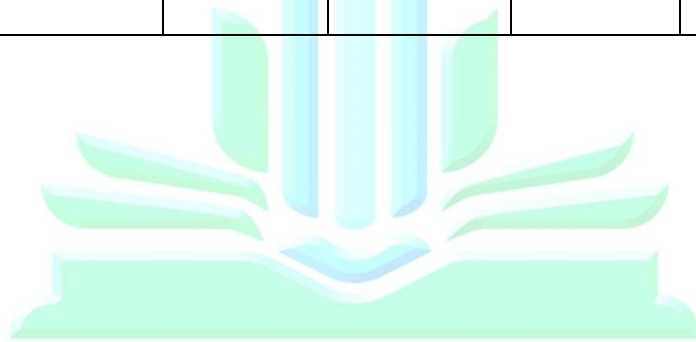
Rambipuji, 5 Desember 2022
Kepala Sekolah


ST. GIARTO, S.Pd
NIP.19780716 200801 1 016

Appendix 5

LISTENING ASSESMENT CRITERIA

	Poor	Fair	Average	Good	Excellent
Comprehension	1-5	5-9	9-13	13-17	17-20
Ability to focus	1-5	5-9	9-13	13-17	17-20
General understanding	1-5	5-9	9-13	13-17	17-20
Listening for details	1-5	5-9	9-13	13-17	17-20
Accuracy of answer	1-5	5-9	9-13	13-17	17-20



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Appendix 6

DOCUMENTATION

A photo with an English teacher/ collaborator.



Activity inside the class.



Preparing for listening test.



Appendix 7

STUDENTS' ACHIEVEMENT IN CYCLE 1

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	14	16	16	12	12	70	Failed
2	AM	75	12	14	15	17	13	70	Failed
3	AR	75	17	16	15	16	15	79	Passed
4	ANMHS	75	15	16	15	16	13	75	Passed
5	ADH	75	15	15	18	15	16	79	Passed
6	AEL	75	13	17	11	14	15	70	Failed
7	AMS	75	16	14	13	13	9	65	Failed
8	DRS	75	16	18	16	17	17	84	Passed
9	DR	75	14	15	15	16	15	75	Passed
10	EAA	75	16	15	16	16	13	73	Failed
11	FA	75	16	13	14	13	12	71	Failed
12	HF	75	17	14	17	16	16	80	Passed
13	HN	75	15	14	17	18	15	79	Passed
14	IYH	75	12	10	11	16	14	63	Failed
15	JF	75	18	16	15	17	14	80	Passed
16	KASAH	75	11	13	14	17	13	68	Failed
17	MAF	75	11	17	18	12	12	70	Failed
18	MRAM	75	14	12	14	13	12	65	Failed
19	MW	75	17	14	16	15	13	75	Passed
20	MSA	75	18	15	16	16	17	82	Passed
21	MAP	75	14	15	14	15	15	75	Passed
22	MFA	75	13	16	13	16	13	71	Failed
23	MI	75	17	18	14	15	15	79	Passed
24	NINL	75	16	16	14	15	14	75	Passed
25	OF	75	12	14	14	12	12	64	Failed
26	RHP	75	15	10	10	11	14	60	Failed
27	SUR	75	17	16	18	15	14	80	Passed
28	SIF	75	14	13	13	12	11	63	Failed
29	TR	75	17	16	15	14	13	75	Passed
Total		2.115							
High Score		84							
Lowest Score		60							
Average Score		72,93							

Appendix 8

STUDENTS' ACHIEVEMENT IN CYCLE 2

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			C	A	G	L	AA		
1	AD	75	16	18	18	14	15	81	Passed
2	AM	75	16	16	17	17	12	80	Passed
3	AR	75	18	18	17	17	16	84	Passed
4	ANMHS	75	16	17	17	17	18	85	Passed
5	ADH	75	18	17	18	18	17	89	Passed
6	AEL	75	17	13	12	13	16	71	Failed
7	AMS	75	15	13	14	17	13	72	Failed
8	DRS	75	17	17	14	15	16	79	Passed
9	DR	75	16	16	16	17	16	81	Passed
10	EAA	75	17	16	17	17	14	79	Passed
11	FA	75	17	15	15	15	11	73	Failed
12	HF	75	18	17	16	17	12	80	Passed
13	HN	75	18	19	18	19	19	93	Passed
14	IYH	75	14	17	18	14	13	76	Passed
15	JF	75	17	18	16	17	17	85	Passed
16	KASAH	75	14	12	13	16	14	69	Failed
17	MAF	75	16	17	16	17	14	80	Passed
18	MRAM	75	15	14	15	13	12	69	Failed
19	MW	75	16	17	15	15	15	78	Passed
20	MSA	75	16	16	15	17	16	85	Passed
21	MAP	75	15	16	16	15	15	77	Passed
22	MFA	75	15	14	15	14	13	71	Failed
23	MI	75	16	17	18	14	15	80	Passed
24	NINL	75	17	16	15	14	14	76	Passed
25	OF	75	18	17	15	17	14	81	Passed
26	RHP	75	13	14	15	14	14	70	Failed
27	SUR	75	16	17	16	15	13	77	Passed
28	SIF	75	16	15	17	16	15	79	Passed
29	TR	75	18	17	16	17	16	84	Passed
Total		2.285							
High Score		93							
Lowest Score		69							
Average Score		78,79							

Appendix 9

STUDENTS' PRECENT LIST

DAFTAR NAMA SISWA SMPN 2 RAMBIPUJI
TAHUN PELAJARAN 2022-2023 SEMESTER GASAL

WALI KELAS VIII A: UMI KULSUM, S.Pd

NO.	NO IN- DUK	NAMA SISWA	L/P	KEHADIRAN																				KET.				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
1	6620	AHMAD ADITYA	L	*																								
2	6621	AHMAD MASRUL	L	S																								
3	6703	AHMAD ROFIQI	L	.																								
4	6768	ALI NUR MUHAMMAD HAIDIR SUL	L	A																								
5	6704	ALVIN DWI HARIYANTO	L	.																								
6	6752	AMELIA EKA LESTARI	P	*																								
7	6678	ASROQIN MUBARAK SAJIDIN	L	*																								
8	6625	DHONAN RANGGA SYAHPUTRA	L	S																								
9	6626	DIANA RAHMAWATI	P	.																								
10	6627	EVAN ADITYA ATMAJAYA	L	.																								
11	6710	FERDI ALFRIANSYAH	L	A																								
12	6629	HERLINA FERBIYANTI	P	*																								
13	6683	HILYATUN NADIROH	P	*																								
14	6712	IRA YULIATUL HASANAH	P	.																								
15	6684	JANNATUL FIRDAUS	P	.																								
16	6630	KAISAR ALIF SANDI ANGGA HABIBI	L	.																								
17	6714	M. ADIT FIRMANSAH	L	.																								
18	6691	M. RISKY ALFIAN MUBAROQ	L	.																								
19	6686	M. WILDANI	L	.																								
20	6634	MAULANA SYAFA ADITYA	L	.																								
21	6635	MOCH. ANDIKA PRATAMA	L	.																								
22	6633	MOCH. FERDI ANSYAH	L	.																								
23	6637	MUHAMMAD IRFAN	L	*																								
24	6639	NUR INDAH NOVIATUL LAILA	P	*																								
25	6696	OKTAVIA FITRIYANI	P	S																								
26	6642	REZA HADI PRATAMA	L	*																								
27	6701	SHELVIA UMI RAHMAWATI	P	*																								
28	6645	SHERLY INTAN FEBIOLA	P	*																								
29	6646	TAUFIQUR ROHMAN	L	A																								

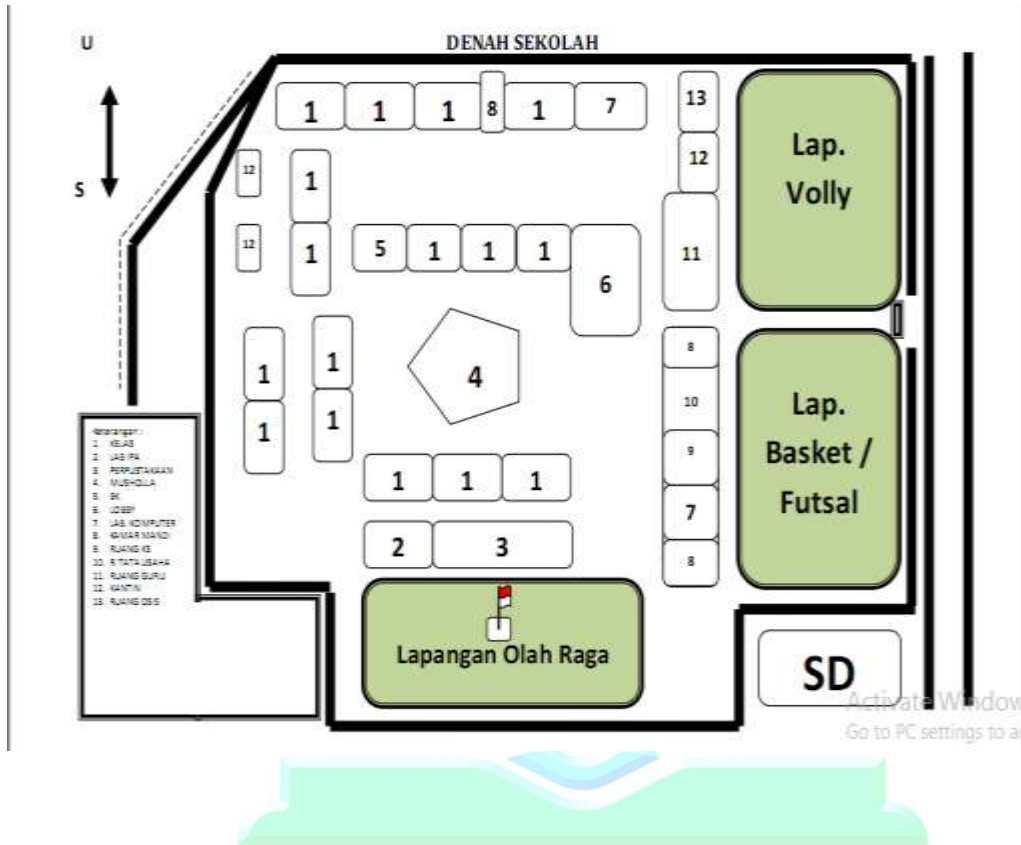
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Appendix 10

SCHOOL MAP



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SURAT SELESAI PENELITIAN



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 RAMBIPUJI



Jalan Widuri 1 Telp (0331) 7501045 Rambipuji
E-mail: smpn2rambipuji.jember@gmail.com Facebook: [spadaragaul](https://www.facebook.com/spadaragaul)

SURAT - KETERANGAN

No. 670/1001 /310.16.20523862/2022

Yang bertanda tangan dibawah ini :
Nama : SUGIARTO, S.Pd
Nip : 19780716 200801 1 016
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

Nama : AHMAD MULIADI
NIM : T20186093
Program /Jurusan : Tadris Bahasa Inggris
Jenjang : Strata (S.1)
Fakultas : Tarbiyah dan Ilmu Keguruan

Terhitung mulai 05 Nopember sampai dengan 05 Desember 2022 yang bersangkutan telah selesai melaksanakan penelitian di SMPN 2 Rambipuji, dengan judul Skripsi :**“Improving the student’s listening skill through dictogloss strategy at the eight grade of SMPN 2 Rambipuji “**

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 5 Desember 2022
Kepala Sekolah

SUGIARTO, S.Pd
NIP.19780716 200801 1 016



Appendix 12

DECLARATION OF AUTHENCITY

The undersigned below:

Name : Ahmad Muliadi
Place, date of birth : Sumenep, 20 Juni 2000
Address : Campaka Pasongsongan Sumenep
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled "Improving The Students' Listening Skill Through Dictogloss Strategy at The Eighth Grade of SMPN 2 Rambipuji in Academic Year 2022/2023" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and biblioghrapy. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Sumenep. 16th June 2023

Author



Ahmad Muliadi

T20186093

Appendix 13

BIODATA OF THE RESEARCHER



1. PERSONAL INFORMATION

Name : Ahmad Muliadi

Gender : Male

Place of birth : Sumenep

Date of birth : 20th June 2000

Address : Camapaka Pasongsongan Sumenep

Email : adyahmad2000@gmail.com

2. EDUCATIONAL BACKGROUND

2005-2011 : SDN Kumbak Luah

2011-2014 : MTS Al-Mu'ien

2014-2017 : SMAT Insan Hanifa Sumber Payung

3. ORGANISATION EXPERIENCE

a. Member of UBM (unit bela diri mahasiswa)

b. Member of PD (perisai diri)