

**THE EFFECTIVENESS OF USING DICTOGLOSS METHOD
TO IMPROVE STUDENTS LISTENING SKILL AT
THE TENTH GRADE OF MAN PALOPO**

A Thesis

*Submitted to the English Education Study Program
Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo
Fulfillment of Requirement for S.Pd Degree of English Education*



IAIN PALOPO

Composed by

RITA SARLI

Reg. Num. 18 0202 0037

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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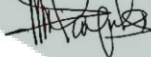




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THESIS APPROVAL

This thesis, entitled “The Effectiveness of Using Dictogloss Method to Improve Students Listening Skill at The Tenth Grade of MAN Palopo”, which was written by Rita Sarli, Reg. Number 18 0202 0037, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Monday, November 28th 2022, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

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Palopo, October 18th, 2022

The Researcher,

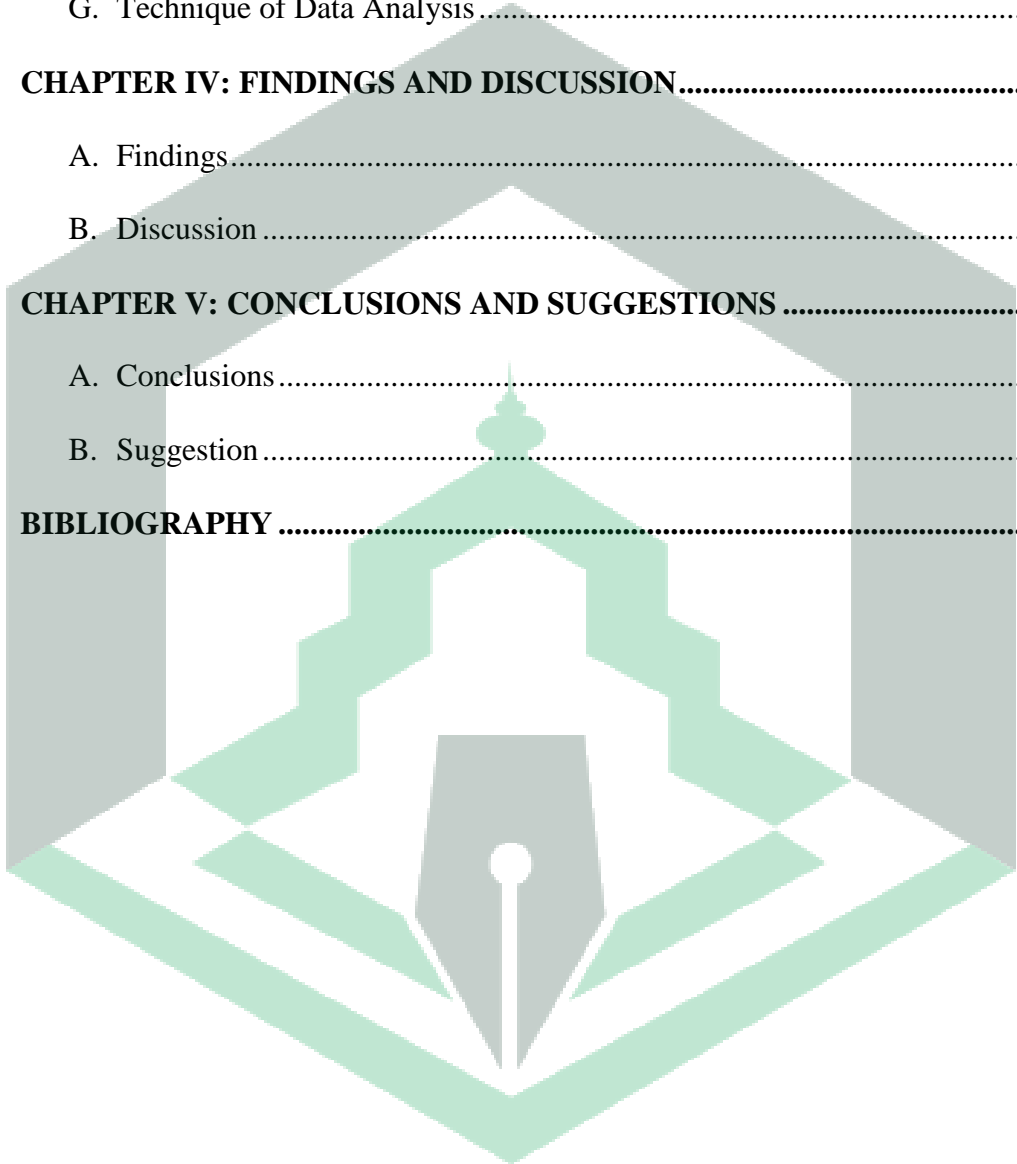
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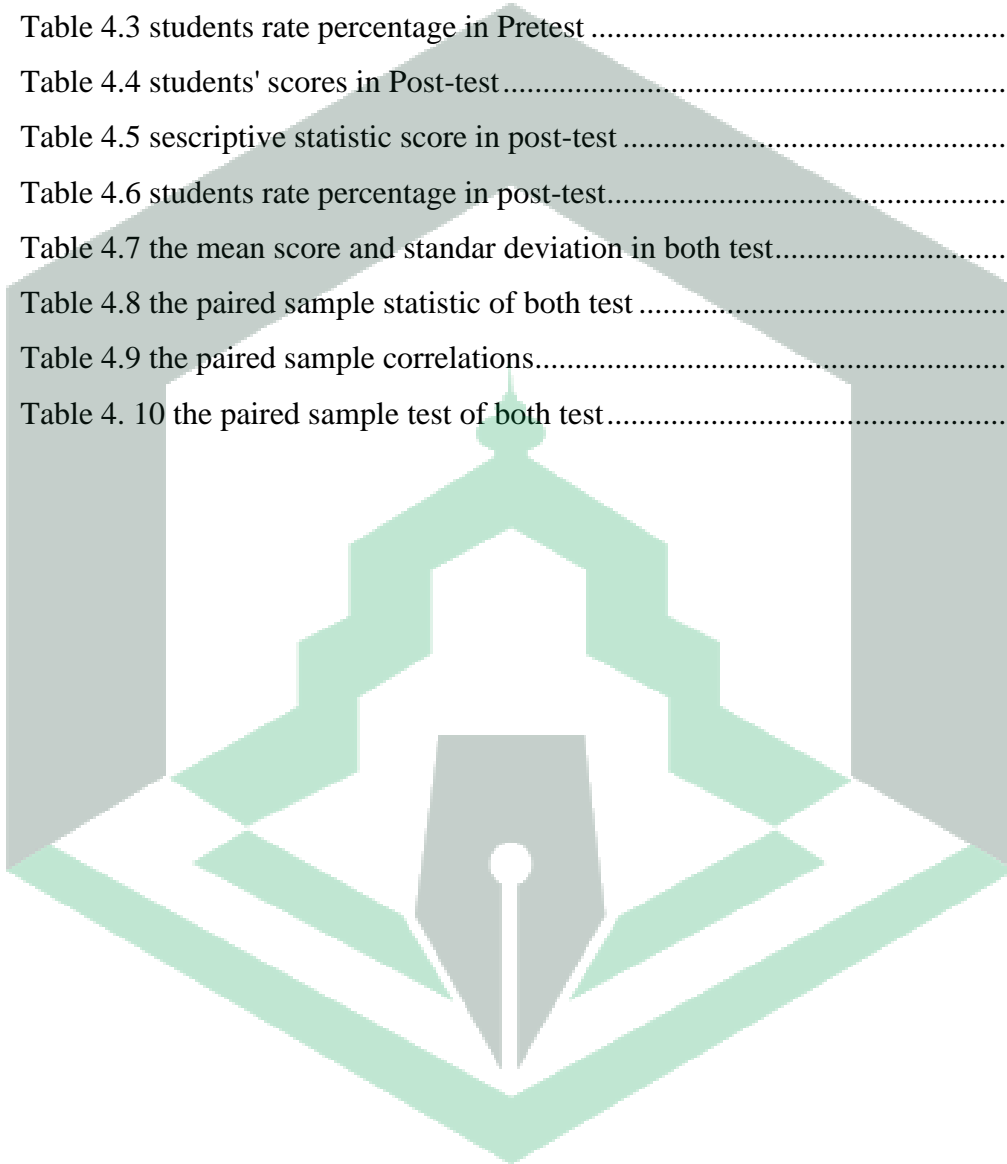
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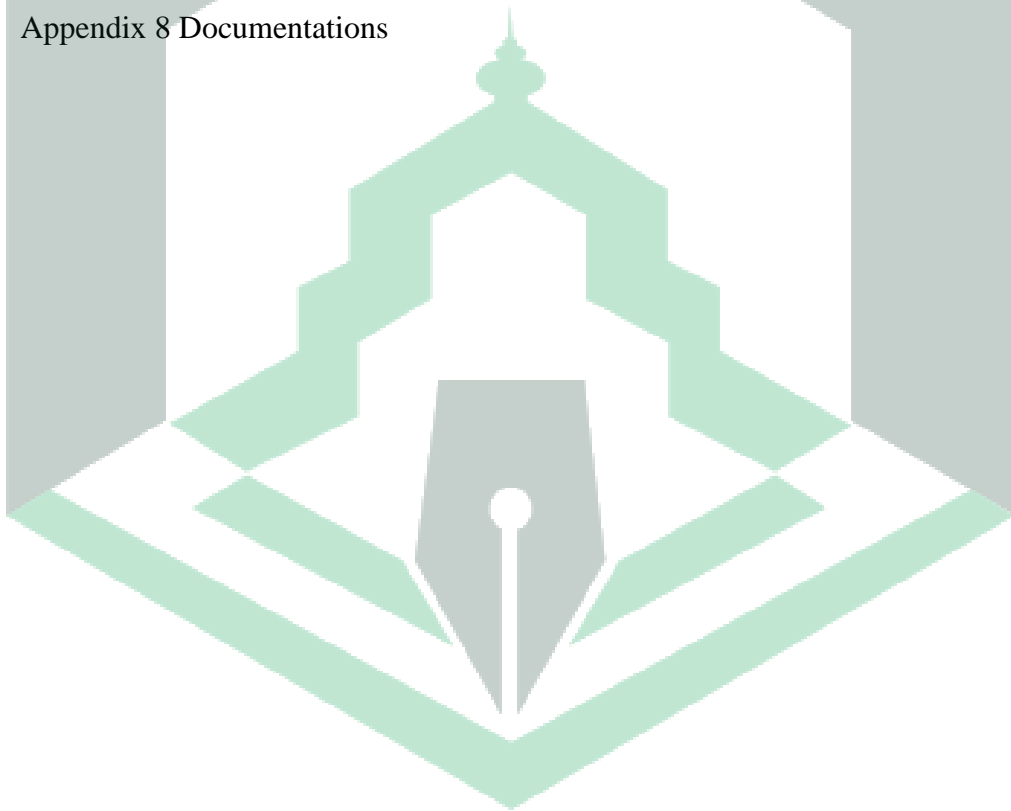
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ABSTRACT

Rita Sarli, 2022. *"The Effectiveness of Using Dictogloss Method to Improve Students' Listening Skill at The Tenth Grade of MAN Palopo."* A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo. Supervised by the consultant (I) Muhaemin and consultant (II) Fadliyah Rahmah Muin.

This research is about the effectiveness of using the dictogloss method to improve students' listening skill at the tenth grade of MAN Palopo. The research question of this research is the use of dictogloss method effective in improving students' listening skill at the tenth grade of MAN Palopo?. This research used the pre-experimental design, including a pretest, five meetings of treatment, and a post-test. The population of this research is the tenth grade students of MAN Palopo. This research used purposive sampling technique which consists of 20 students'. The instrument used to collect data was a listening test (to find the students' improvement in listening). The data of this research were analyzed quantitatively by using SPSS 23. This research found students' mean score in the post-test was higher than the mean score in the Pretest ($39.60 < 73.50$). The researcher found that the significant value was 0.001, and the alpha was 0.05 ($0.001 < 0.05$). It can be concluded that the researcher's alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. The researcher concludes that the dictogloss method effectively improves students' listening skill.

Keywords: Listening skill, effectiveness, dictogloss method

CHAPTER I

INTRODUCTION

A. Research Background.

Listening is a very influential basic skill in language acquisition besides speaking, reading, and writing. However, it is often ignored even though it has an important role in the communication process. According to Feyten (1991), in daily communication, people allot 45% of time in listening, 30% on speaking, 16% on reading, and only 9% on writing¹. This is because, before responding verbally or in writing, someone should properly identify and comprehend the information obtained through listening skills. The lack of listening skill can affect to the language improvement process. As listening is a building block to other language skills, poorly administered listening class may lead to deficiency in language mastery or even failure in language learning process². Listening is frequently regarded as the most hardest skill to master. The student is unable to obtain the most fundamental feature of listening, particularly in English.

Generally, there are internal and external factors that affect students' listening skills. Internal factors come from the students themselves such as knowledge and motivation. Students who lack knowledge in English tend to be weak in listening. In addition, most students are less motivated to listen so they are not serious when learning listening. They tend to be less interested and bored. Meanwhile, their classmates were the external causes. Most students prefer to ask

¹ Feyten, C. (1991). The power of listening ability: An overlooked dimension in language acquisition. *Modern Language Journal*, 75, 173-180.

² Christian Albert Lewier, *Listening Strategies Of Students At English Education Study Program Of Pattimura University Ambon; Implication For Teaching Listening*, N.D.

their friends questions in class rather than their teachers, yet students occasionally interact with just their closest friends. If students just ask their closest friends, they will have a restricted in understanding the material. Students should be provided with engaging listening audio materials, motivation, and the opportunity to study together in order to improve their listening skills. Teachers have a crucial role in raising students' knowledge of the importance of listening. They should be able to use an effective teaching and learning strategy to engage students in their learning as a result they should be able to master listening quickly.³

Based on the pre-observation that the researcher have done in MAN Palopo, the most common issues students face in the listening are lack of motivation or interest in listening and lack of vocabulary so it is hard for them to understand what they are listening to. As a result, they are unable to comprehend the overall meaning of the text being told to them. In such circumstances, the teacher's involvement in assisting them in finding an optimal learning environment is crucial. Good language teacher will show students how they can their listening behavior to cope with variety of situations, listening purpose, and types of input. The teacher help the students to develop their listening method and match the suitable method each listening situation⁴. In addition, success in learning is influenced by strategic factors in the form of approaches, methods, techniques or learning models are applied.

³ Toni Alfian, "Increasing the Students ' Listening Comprehension," *English Education Journal* (2018): 128.

⁴ M. Shultanuddin Harrifqi Sami, "STRATEGIES APPLIED BY STUDENTS TO COPE WITH THE THE PROBLEMS IN LISTENING CLASS : A CASE STUDY INDEPARTMENT OF ENGLISH EDUCATION OF UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2017 ACADEMIC YEAR" (2017).

Related to the problems above, the researcher aims to discover an engaging method or activity that will stimulate students' interest in learning listening and will encourage them to participate more actively in class. Moreover there are many method to teach and increase listening in senior high school. Due to the fact that listening is the first ability employed in dictogloss, researchers have chosen to apply the dictogloss method in listening learning. the researcher decided to employ the dictogloss method. The dictogloss method of teaching foreign languages is pretty well-known. Students will not be bored since they will be able to collaborate with their classmates. Thus according Indriyanti (2013) in Tuty Awaliyah (2016), “Dictogloss method is a good way to provide new factual information to students while also encouraging them to listen for important points and grasp what they are hearing”.⁵ As a result, the researcher suggests Dictogloss as a possible alternate method. In response to the prior explanation, the researcher decided to undertake a study entitled “The Effectiveness of Using Dictogloss to Improve Students' Listening Skill at The Tenth Grade of MAN Palopo”.

B. Research Question

The problem that the researcher described in the background above supported researcher in formulating research question, namely: “Is the use of dictogloss method effective in improving students listening skill at the tenth grade of MAN Palopo?.”

⁵ Tuty Alawiyah and Farouk Imam Arrasyid, “The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text At Tenth Grade Students of Ma Al Iman Adiwerna Tegal,” *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 1, no. 1 (2016).

C. Research Objective

According to research question previously, specific objective of this research is to examine the effectiveness of applying dictogloss method in improving listening skills at the tenth grade students of MAN Palopo.

D. Research Significances

Eventually, the findings of this study will provide a substantial theoretical or practical contribution to English teachers, students, and researchers. As the contributions are:

1. Theoretical

The researcher believes that this study will provide information regarding other method for improving students' listening skill.

2. Practical

a. For teachers

Implementing the dictogloss method might be a solution to introduce a different strategy to develop effective teaching and learning while also resolving students' listening problems.

b. For students

In listening class, the students would get more experience and a new method. It is intended that after using the dictogloss method, the students will become more engaged and motivated.

c. For other researchers

This study will inform and influence future research on how to use dictogloss techniques, methods, and weaknesses.

E. Scope of the Research

In this study, the researcher restricted the research focus on improving students listening skill by using dictogloss method at the tenth grade students of MAN Palopo. Especially listening for the key words, listening for the information, and listening for gist. The lesson or topic used by the researcher in this research process was narrative text.

F. Operational Definition

a. Listening

Listening is the ability in a communication process to receive and interpret messages accurately. Effective communication is caused by good listening skills. Without the ability to listen, someone cannot catch a message in the communication process.

b. Dictogloss method

The dictogloss method is a type of dictation that combines individual work with group work where students are required to reconstruct the text by listening to the text that is read or listened to and taking notes of important words.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher found some previous study which relevant to this research from previous researchers concerning listening skill and the dictogloss method in learning or teaching listening.

Eva Muthia Dewi (2017) conducted the research entitled “*Improving Students’ Grammar Using Dictogloss*”. This previous study describes how the Dictogloss technique is used and how it can help students improve their grammar through collaborative writing. The study also describes student participation and reactions to Dictogloss use. This study's sample consists of second grade students from SMA class XI IPA 4 in SMAN 1 Want Jaya, Aceh Besar. The findings revealed that students were engaged, motivated, and enthusiastic about learning grammar with the Dictogloss technique.⁶ This study is similar in that it also employs the dictogloss method to improve students' skills. However, the researcher discovered some significant differences from this study, where this study focused on grammar skill and also focuses on improving students' grammar skills with dictogloss through the collaborative writig. The methodology of this research also different which this research use the classroom action research method. Another difference is that in this study the researcher do not focus on students’ reactions to the use of dictogloss.

⁶ Eva Muthia Dewi, “IMPROVING STUDENTS’ GRAMMAR USING DICTOGLOSS By Eva Muthia Dewi 1 Syiah Kuala University, Banda Aceh” (2017): 352–366.

Regina Rahmi (2018) conducted the research entitled “*The Effectiveness Of Dictogloss Technique In Teaching Listening at SMPN 2 Mesjid Raya*”. This research used a quasi-experimental design. The researcher noticed that after receiving treatments, the post-test results demonstrated an improvement in the ability of students in the experiment class. Despite the fact that these two classes have the same amount of competence. As an outcome, the study found that dictogloss might successfully increase students' listening skills.⁷ Through this research, the researcher found several similarities: both are attempting to determine the efficacy of the dictogloss method. Both also studied the same skill, namely listening skill. The difference in this study is the research target is not senior high school students, but junior high school students. Regina Rahmi used a quasi-experimental method through the research, where there is an experimental class and a control class. In other words, one class is taught use the dictogloss technique while the other class does not use dictogloss. Whereas in this research the researcher choose the pre-experimental design where the researcher only uses one class.

Furthermore, “*The Effectiveness Of Dictogloss Method On Listening Skill Of Narrative Text At Tenth Grade Students Of Ma Al ImanAdiwernaTegal*” conducted by TutiAlawiyah (2018). The main purpose of this study is to determine whether or not the dictogloss method is successful in enhancing students' listening abilities at MA Al ImanAdiwerna in Tegal. With a total population of 90 students and a sample of 61 students, the researcher used a quasi-

⁷ Regina Rahmi, “The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Masjid Raya” (2018).

experimental method. The average score of students' listening abilities in the experimental class before the researcher used the dictogloss method was 68.45, and it increased to 79.03 after the researcher used the dictogloss method. After calculating the data, it was discovered that dictogloss had a considerable effect on students' capacity in listening to narrative texts.⁸ The similarities discovered in this study include: the objectives and skills studied in this study are the same, which will be used to determine whether or not the dictogloss method is effective in improving students' listening skills. This research also focuses on narrative text the same as the research. In this study, the researcher discovered some differences as well as some similarities. The distinction is that this study used a quasi-experimental design rather than a pre-experimental design. Furthermore, this study also focuses on students in the tenth grade

Dhian Maya Dista (2017) conducted a research which aimed to determine students' listening skills using narrative text where dictogloss is an interactive technique. The title of this research is "*Using Dictogloss To Improve Listening Comprehension*". This research was conducted on 8th grade students of SMPN 1 Lhokseumawe. This research using two classes as samples, where there is one class as the experimental class and one class as the control class. Data were collected using questionnaires and tests which were then analyzed using SPSS. The results of the study found that students in the experimental class achieved better results than students in the control class. According to the results of the questionnaire, dictogloss was said to be effective in helping students improve their

⁸ Alawiyah and Arrasyid, "The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text At Tenth Grade Students of Ma Al Iman Adiwerna Tegal."

listening skills because on average students gave positive answers.⁹ The similarities in this study can be found in the research objectives, which aim to improve students' listening skills using the dictogloss method. In this study, narrative text was chosen as a listening medium. Both of the study also use SPSS to analyzed the data. The different indicate in this study are the research design is not pre-experimental method, but a quasi-experimental method an also the research was carried out at SMPN 1 Lhokseumawe.

The latter study was conducted by Luh Ketut Sri Widhiasih (2019) “*Dictogloss In Improving Listening Comprehension*”. The goal of this classroom action research was to determine whether or not students in the Basic Listening class of the English Language Education Study Program, Faculty of Teacher Training, Mahasaraswati Denpasar University academic year 2016/2017 could improve their listening comprehension by using the dictogloss technique. To summarize, the current classroom action research found that using the dictogloss technique, students in the Basic Listening class of the English Language Education Study Program, Faculty of Teacher Training, Mahasaraswati Denpasar University may increase their listening comprehension.¹⁰ Based on this research, the researchers discovered similarities, such as the research objective. While the difference is this study focuses on University students and the classroom action research method is employed in this study.

⁹ Dhian Maya Dista, “Using Dictogloss To Improve Listening,” *English Education Journal* 8, no. 2 (2017): 149–163.

¹⁰ Luh Ketut Sri Widhiasih, “Dictogloss in Improving Listening Comprehension,” *Yavana Bhasha : Journal of English Language Education* 2, no. 1 (2019): 58.

B. Some Pertinent Ideas

1. Listening

a. Definitions

There are many definitions of listening stated by different experts, as follows :

1. Tarigan (1993) states that listening is a process the activity of listening to verbal symbols attentively, understanding, appreciation, and implementation to obtain information, capture the content or message and understand the meaning of the communication that has been conveyed by the speaker through speech or spoken language.¹¹
2. Lelly Auliani (2019) defined listening as the process of paying attention to and attempting to make sense of what we hear.¹²
3. Rost (2011) Listening is stated as one of the communication processes that involves four sorts of orientations: receptive, constructive, collaborative, and transformative.¹³

From the definitions of listening above, the researcher has reached the conclusion that listening is the process of obtaining information in the form of spoken or audible words, which is then processed for meaning so that listeners can comprehend and respond to it.

¹¹ wahyu dwi arifiadi, "Penerapan Pembelajaran Uret Susu Untuk Meningkatkan Kemampuan Berbicara Di Depan Kelas Pada Siswa Kelas X.2 SMA Muhammadiyah 4 Andong Dengan Pembelajaran Mendengarkan Cerita Sandiwara Pada Rekaman" 4, no. 1 (2016): 1–23.

¹² Lelly Auliani, "Improving The Students' Listening Skills Of Eleventh Grade Students Of Madrasah Aliyah Tahfizhil Quran Yayasan Islamic Centre Sumatera Utara Through Computer Assisted Language Learning (Call) Method," *Ayan*, 2019.

¹³ Michael Rost, *Teaching And Researching Listening: Third Edition, Teaching And Researching Listening: Third Edition*, 2016.

b. Listening Types

There are two types of listening which are one-way listening and two-way listening.¹⁴

1. One-way Listening

One-way Listening is the process of receiving, monitoring, and responding to sound or vocal information; nevertheless, listeners do not respond conversationally. The listener listens but does not interact with the speaker in any manner, such as asking for clarification, speaking at a slower pace, or pointing out an anomaly. Examples of one-way listening are watching tv, listen to the radio or music, listen to the teacher expalations, and listening to the someones' speech.¹⁵

2. Two-way Listening

Interactive listening, interactional listening, reciprocal listening, participatory listening, and collaborative listening are all terms used to describe two-way listening. Two-way listening is a type of communicative listening in which the listener communicates with other people. The goal of this procedure is to focus on people. The message presented is frequently partially inaudible or misunderstood, yet the dialogue went well as a means of maintaining social cohesion.¹⁶

c. Listening Indicators

According to Suhartin, indicators that become things the main points or indications in listening are as follows:

¹⁴ Norbert Schmitt, *An Introduction to Applied Linguistics*, 2020.

¹⁵ Cecilia Chu, "Teaching Listening : One Way Listening What Is One-Way Listening ?" (n.d.).

¹⁶ Yongqi Gu, "Two-Way Listening," *The TESOL Encyclopedia of English Language Teaching* (2018): 1–8.

1. Motivation

To be able to read and listen successfully, it is vital to build interest (motivation). That motivation should be strengthened on the grounds that reading and listening frequently will lead to comprehension, and comprehension will lead to practice.

2. Attention

Like sensing in general, listening also requires attention. While the soul's concentration is lacking, as when listening to wandering souls, messages heard and read are not captured.

3. Health Condition

A strong and healthy body leads to a strong and healthy soul, which means that if someone's body is sick or unfit, their interest in reading and listening is lost or lessened. As a result, physical health has an impact on active listening.

4. Repetition

The more a person listens to the same message over and over, the more probable it is to be remembered.¹⁷

d. Listening Process

Babita Tyagi defined listening process into 5 steps. They are hearing, understanding, remembering, evaluating, and responding.¹⁸

1. Hearing

¹⁷ Citroboto Suhartin, *Prinsip – Prinsip dan Teknik Berkomunikasi*, (Jakarta: Bhratara Karya Aksara, 1992), hlm. 109-110.

¹⁸ Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion: An International Journal in English*, no. 12 (2013): 1–8.

It refers to the physical response induced by sound waves stimulating the sensory receptors of the ear; hearing is perception of sound waves. You must hear to listen, but you do not have to listen to hear (perception necessary for listening depends on attention). Attention is a critical necessity for efficient hearing since the brain screens stimuli and allows just a few to come into focus.

2. Understanding

This stage aids in understanding the symbols we have seen and heard; we must examine the meaning of the stimuli we have experienced. Symbolic stimuli include not just words but also noises like clapping and sights like blue uniforms that have symbolic meanings as well; the meanings linked to these symbols are a function of our previous connections as well as the environment in which the symbols appear. The listener must comprehend the sender's intended meaning and the context assumed by the sender in order for interpersonal communication to be successful.

3. Remembering

Remembering is a vital part of the listening process because it indicates that an individual has not only heard and comprehended a message, but has also stored it in his or her mind's memory bank. The focus is selective when humans listen, and the memory is selective as well what is remembered may be completely different from what has been previously seen or heard.

4. Evaluating

At this stage of Listening, only active listeners take part. At this point, the active listener assesses information, separates fact and opinion, and evaluates the

variation of biasness in a communication; the active listener ensures that this activity does not begin as fast; starting this step of the process before a message is finished requires so we no longer receive and focus to the incoming information- as a result, the listening process terminates.

5. Responding

At this level, the receiver must conclude the process by providing verbal or nonverbal response. Because the speaker has no other method of knowing if a message has been received, this step becomes the only overt mechanism by which the sender can determine the degree of success in sending the message.

e. Listening Difficulties

In learning listening, the learners often have difficulties so that the goals in the listening process are not achieved. According to BaimbetovaZhazirawhen studying a foreign language by listening to speeches in that language there are challenges associated with language aspects as well as difficulties associated with speech features. The challenges associated with language aspects can be classified into three categories :

1. Phonetic

This difficulties can be caused by a lack of a distinct border between sounds in a word as well as between words in a flow of speech. Hearing has two components: phonemic (perception of discrete language phenomena at the level of words and structures) and speech, which involves the process of recognizing a whole in context. It should be highlighted that while teaching listening using authentic materials, it is vital to develop speech hearing. This problem is

compensated for in the native language by extensive hearing practice. However, learners' experience hearing foreign-language speech is very restricted. To overcome the challenges associated with comprehending native speakers' speech, it is required to listen to their speech from the beginning of training, gradually reducing the number of educational texts provided by the teacher.

2. Grammatical

A number of grammatical difficulties are caused by different grammatical forms every language. When a learner perceives a phrase, he or she must break it down into individual elements, which are informational indications of the sounding phrase that are physically reflected by the relevant speech qualities.

3. Lexical

There may be a number of unfamiliar words in the text that students refer to as the source of their biblical text misunderstanding. It is evident that we must address this issue in greater depth. The fundamental complication in understanding foreign language speech is that, for a long time, the language form has been an unreliable support for semantic forecasting because students' attention is focused on it and no one can change it. As a result, it is important to have the ability to take information and to filter, choose, and approximate judgment in the midst of unfamiliar language occurrences.¹⁹

f. Listening Competence in the Curriculum of MAN Palopo

The current curriculum applied by high schools is the 2013 curriculum or commonly known as K-13. The 2013 curriculum which is designed to meet the

¹⁹ Baimbetova Zhazira and Usipbekkyzy L N Gumilyov, "Section 5. Language and Literacy Learning Section 5. Language and Literacy Learning Effective Techniques for Teaching Listening in English Classes" (n.d.).

21st century learning model realizes the important role of English to convey ideas beyond the borders of the Indonesian state and to absorb ideas from outside that can be utilized for the benefit of the nation and state. This curriculum was developed in order to build students' attitudes, knowledge, and communication skills through learning experiences in the form of a variety of active communication activities, both through receptive and productive English language activities.

The basic competencies in the 2013 curriculum for grade 10 include, short functional texts; recount, narrative, and descriptive; and text in the form of conversation (interactional text) that reflects various speech acts. Various procedures and instructions suggested in the 2013 curriculum listed in textbooks are attempted to encourage the use of group learning in various forms, with the aim that students interact a lot, so that communication skills and work in teams are developed. Thus, students practice to participate in conveying their ideas and thoughts related to the type of text being studied, which in turn can develop students' courage in expressing ideas.

In the listening aspect, students are required to understand various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologues, especially in the form of descriptive, narrative, spoof/recount, procedures, reports, news items, anecdotes, expositions, explanations, discussions, commentaries, and reviews.

3. Dictogloss

a. Definition

Dictogloss is a language teaching method originally used by Wajnry to teach grammar (1990). Dictogloss is a dictation activity that challenges the listener to produce a new text with a similar meaning to the one that was dictated. Dictogloss is a multi-skill and multi-system activity that focuses on transmitting meaning and precise grammatical usage.²⁰

Dictogloss is a language learning integrated skills strategy in which students collaborate to build a reconstructed version of a text delivered to them by their teacher.²¹ Dictogloss differs from conventional dictation. As we all know, dictation does not need comprehending what was dictated and subsequently written. This differs from the dictogloss, in which we are expected to interpret the dictated language and then rewrite it based on our comprehension.

To summarize some of the definitions above, dictogloss is a type of dictation that combines individual work where students are required to reconstruct the text by listening to the text is read or listening to and taking notes of important words.

b. Dictogloss Procedure

Preparation, dictation, reconstruction, and analysis and correction are the four steps of the dictogloss approach.²²

1. Preparation

²⁰ Dista, "Using Dictogloss To Improve Listening."

²¹ Haryanti Dyah Aminatun , Pipit Mulyah, "The Effect Of Dictogloss On Students' Listening Achievement" 5, no. September (2021): 1267–1277.

²² Eka Juwita Aref and Aryuliva Adnan, "The Use of Dictogloss Method in Teaching Listening A," *Journal of English Language Teaching* 2, no. 1 (2013): 51–58.

There are two stages to this process. The first step is to prepare vocabulary about the topic that the teacher will use in the text.

2. Dictation

The teacher will read the material or play the audio about the topic twice at regular speed on this occasion. After reading the text for the first time, students were instructed to note the keywords, after they were instructed to list the text's keywords, and finally, students have to confirm their notes.

3. Reconstruction

In this step, the students have to complete their note into complete sentence or text and after that the students read their text in front of their friend.

4. Analysis and Correction

Finally, after reading their text, the teacher directs students to assess faults in the text that they have created and then rectify them based on the teacher's assistance.

c. Advantages of Dictogloss in Teaching Listening

The dictogloss method has several advantages over the other listening learning methods.²³

1. The dictogloss method is a powerful tool for blending individual and group activities. When students listen a read text, they examine it alone before working in groups to discuss and produce a new text.
2. The dictogloss method aids in the development of students' communication ability. Students get substantially more speaking time than in a standard teacher-

²³ Zorana Vasiljevic, "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners," *English Language Teaching* 3, no. 1 (2010): 41–52.

centered classroom. The pressure to reconstruct the text within the time restriction, on the other hand, means that students are more inclined to make effective use of their time. Additionally, unlike in a conventional discussion class when students are given a list of themes or discussion questions and communication exercises are frequently simple question-and-answer formats, students' involvement in a dictogloss class is considerably more natural.

3. Students can use the reconstruction step to test their theories and then analyze their strengths and shortcomings. Students are encouraged to think about the input more carefully when they are given a reconstruction challenge.

4. The dictogloss technique also encourages learners to be self-sufficient. Furthermore, rather than relying on the teacher to deliver the information, students are required to assist one another in recreating the text. Students can identify where they did well and where they need to improve during the analysis and rectification stage. Students obtain an understanding of their linguistic deficiencies as well as techniques for resolving the issues they have experienced.

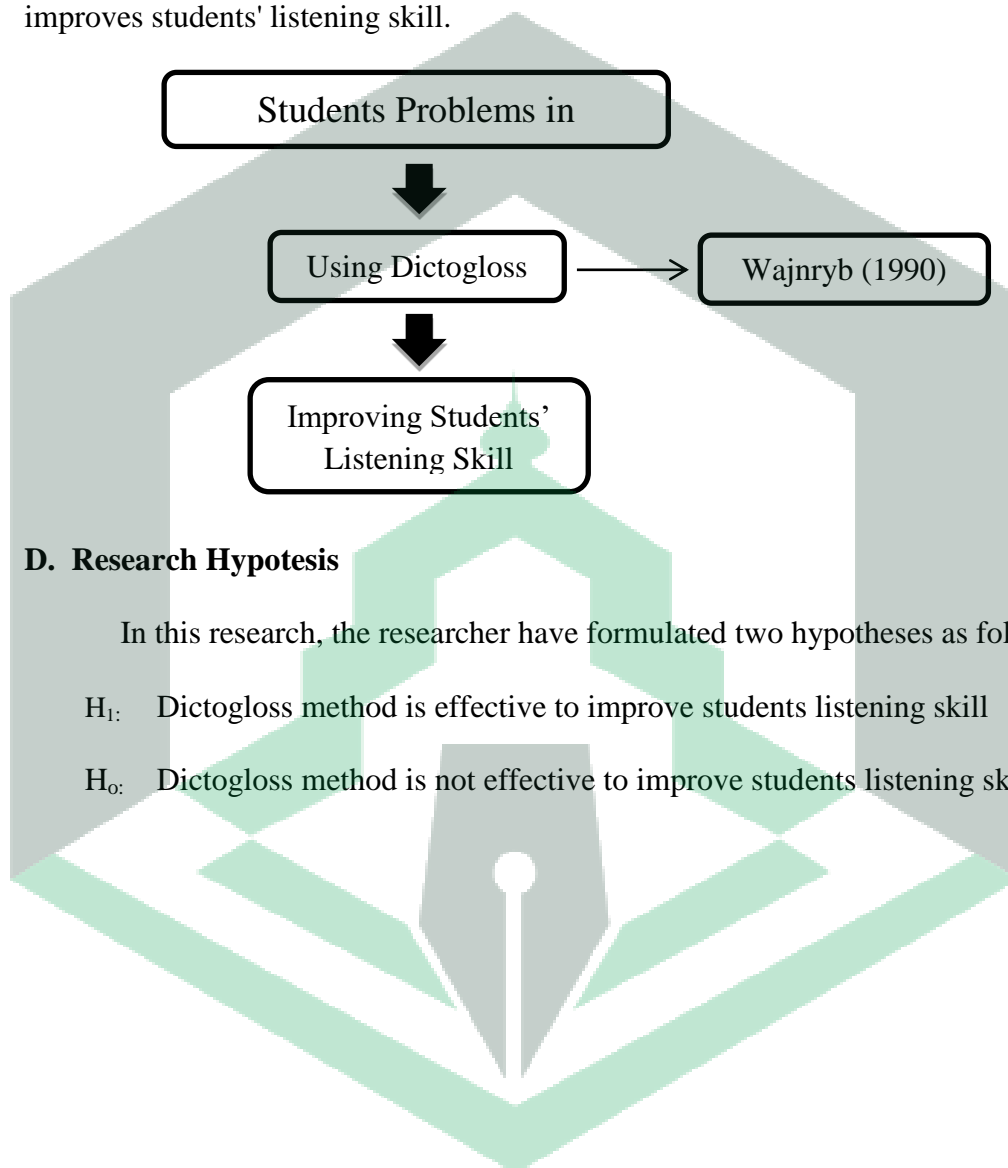
5. The dictogloss approach also has the benefit of raising students' awareness of rhetorical tendencies in the target language through reconstruction assignments.

6. The last advantage of dictogloss method is in learning listening, students can become more relaxed with their friends, so that students' anxiety after students are reduced when they have to appear in front of other groups.

C. Conceptual Framework

The researcher has developed implementation steps to achieve the research objectives. The researcher will administer a pre-test first, and then treat students

by teaching them using the dictogloss method. After a few days of treatment, researcher will use a post-test to assess the effectiveness of the treatment. The results of this post-test will determine whether or not the dictogloss method improves students' listening skill.



D. Research Hypotesis

In this research, the researcher have formulated two hypotheses as follows:

- H₁: Dictogloss method is effective to improve students listening skill
- H₀: Dictogloss method is not effective to improve students listening skill

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a pre-experimental design to find the desired result. The researcher determined this method based on the research objective, which is to find out the effectiveness of using dictogloss in improving students' listening skill through the pre-test, treatment, and post-test. The research design can be described as follows:



$O_1 X O_2$

Notes :

O₁: Pre-test (before treatment)

X :Treatment

O₂ :Post-test (after treatment)

B. Research Variables

This research consisted of two variables, they are dependent and independent variable. Students listening skill was the dependent variable of this research while dictogloss was the independent variable of this research.

C. Time and Place

This research conducted at the tenth grade of MAN Palopo, which is located at Dr. Ratulangi Street, Balandai, Bara, Palopo, South Sulawesi.

D. Population and Sample

1. Population

The population of this research was students in the tenth grade of MAN Palopo which consists of 3 tahfidz classes and each class consists of 20 students. The total of the population was 60 students.

2. Sample

The researcher used purposive sampling technique to get the sample suspected to support the research. This technique used based on the consideration that each class has different abilities. So that the researcher chose a class whose ability is deemed possible to conduct research. The sample of this research was X.A Tahfidz which consisted of 20 students.

E. Research Instrument

The instruments used in this study was listening test. Before teaching and learning process, the researcher gave a pre-test to the students. The aim was to measure the extent to which students' listening skill before the treatment process. After doing a pre-test, the researcher gave treatment before giving the post-test. The purpose of the post-test was to determine the whether or not students' abilities have improved since the beginning of the teaching and learning process.

F. Data Collection Procedure

1. Administering Pre-test

At the first meeting, students ability assessed through the administering of a pre-test. This test was given before moving to the next research stage, namely treatment. In this case, the researcher gave the students papers with multiple

choice, true or false, and fill the blanks test consisting of 15 questions. The researcher gave directions to answer the test before play the audio of the story. Students given the opportunity to listen the story twice before answered the test. The result of this pre-test indicated students' level of listening ability.

2. Procedure of Dictogloss

After the pre-test stage, the next stage was treatment. Treatment refers to the provision of condition that evaluated for its impact on research implementation. In this research, treatment is a study that aims to determine how successful the dictogloss method is. As a result, researcher must provide the greatest treatment possible so that the research objective can be achieved to its maximum potential. At each meetings, the dictogloss method was used to administer the treatment. The dictogloss method used in the treatment of listening learning for 5 meetings. The steps for giving treatment described as follows:

- a. the researcher began the lesson by welcoming the students and asked about their health.
- b. The researcher requested the class leader to conducted the prayer and checked the student attendance list.
- c. The researcher provided students with attention grab to make students stay focused.
- d. The researcher showed some picture to the students so that students could guess the topic and asked the students to guess the topic.
- e. After students knew the topic, the researcher gave some questions to students about narrative text to make sure they understood what narrative text is.

- f. After that, the researcher applied all stages of the dictogloss. It began with the preparation stage. In the preparation stage, the researcher gave some vocabularies that related to the topic and taught them how to pronounce the vocabularies.
- g. The next stage was Dictation. In this stage, the researcher played the audio of the topic. The topic in the first meeting was “ The Elephant and The Ant.”
- h. The researcher played the audio of the story and asked the students to listened it carefully. The researcher instructed the students to listened the audio once again and noted the keywords they heard from the story as much as they can.
- i. The researcher gave the students question to make sure that they understood the story they have heard.
- j. The next stage was reconstruction stage. In this stage, the researcher divided the students into 5 groups, then gave instructions to them to discussed and retold the story based on what they understood, used the keywords they noted.
- k. After all group finished their text, the researcher asked one of the representative of each group to retold the story they have compiled in front of class and other groups paid attention to students who retold their story.
- l. After all groups retold their results, the researcher asked them to compared the original story with their worked.
- m. The last stage is analysis and correction. In this stage, the researcher directed every group to assess faults in the text that they have created, and then rectify them based on the researchers’ assistance.
- n. After all of the stage have been done, The researcher asked the students to wrote down the new vocabulary they got from the story on the whiteboard.

o. The researcher asked the students about the difficulties during teaching learning process.

3. Administering Post-test

If the Pre-Test is used to observe students' abilities before the treatment is carried out, then the Post-Test is different. Post-Test is used after students have received treatment using the dictogloss method to determine the results of the treatment, specifically whether the student's ability have improved after that. In the post-test, the researcher gave the students papers with multiple choice, true or false, and fill the blanks test consisting of 15 questions. The researcher gave directions to answer the fill-blank test before play the audio of the story. Students given the opportunity to listened the story twice before answered the test.

G. Data Analysis Technique

1. Scoring the students correct answer pre-test and pot-test

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

2. Classifying the students' score into the following criteria:

Table 3.1 Scoring classification

No	Score	Classification
1.	90-100	Excellent
2.	80-89	Very good
3.	69-79	Good
4.	60-69	Fair
5.	0-59	Low

(Source: Goodrich H,2010.)²⁴

3. Calculating the test result

²⁴ Luis Villabos, "Rubrics Presentation," accessed June 23, 2022, <https://www.slideshare.net/lavillal/rubrics-presentation>.

In determining the percentage and the mean score of student's test, the researcher used SPSS 23.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

As mentioned in previous chapter, the design of this research was a Pre-experimental research which intended to investigate the students' listening achievement before and after the implementation of the dictogloss method.

The researcher collected the data from the students' scores of pre -test and post-test. The pre-test was given before treatment and the post-test was given after treatment. The result of the data has analyzed statistically in the following findings.

1. Students' Pre-test and Post-test Result

In this section, the researcher described the result of students' pre-test and post-test that had been collected. The researcher categorized student's score into 5 categori, such as low, pair, good, very good, and excellent.

a. Pre-test

In this section, the researcher calculated and presented students' Pretest results in order to analyze the listening score before the treatment process. The students' pre-test score calculated statistically by using SPSS 23. The score of students result in the pre-test is showed as follows:

Table 4.1 Students' Scores in Pretest

No	Student	Correct Answer	Score	Category
1	S1	8	53	Low
2	S2	2	13	Low
3	S3	8	53	Low

4	S4	4	27	Low
5	S5	5	33	Low
6	S6	11	73	Good
7	S7	12	80	Very good
8	S8	6	40	Low
9	S9	5	33	Low
10	S10	4	27	Low
11	S11	8	53	Low
12	S12	4	27	Low
13	S13	5	33	Low
14	S14	7	47	Low
15	S15	1	7	Low
16	S16	4	27	Low
17	S17	8	53	Low
18	S18	5	33	Low
19	S19	5	33	Low
20	S20	7	47	Low

The table 4.1 showed the pre-test scores of 20 students with the different scores and categories in listening ability. It can be seen that the highest score in the pre-test was 80 and the lowest score was 7. Furthermore, there were 18 students in low category, only one student in good category also only one student in very good category. Moreover, there were no students in fair and excellent category.

Besides calculated the students' pre-test score, the researcher also calculated the mean score of students' score in pre-test using SPSS 23 to display students' average value. It can be seen in the descriptive statistic table below.

Table 4.2 Descriptive statistic score in Pretest

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	73	7	80	39.60	18.062

The table 4.2 showed the minimum and maximum score in pre-test. The minimum score was 7 while the maximum score was 80. Beside that, the mean score was 39.60 with the standard deviation was 18.062.

Table 4.3 Students rate percentage in Pretest

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Very good	80-89	1	5%
Good	70-79	1	5%
Fair	60-69	-	-
Low	0-59	18	90%
Total		20	100%

From the table 4.3, it can be conclude that there were no students got excellent and fair, only 1 (5%) students got very good, only 1 (5%) student got good, and 18 (90%) students got low scores classification.

b. Post-test

In this section, the researcher calculated and presented students' Post test results in order to analyze the listening score after the treatment process. The students' post-test score calculated statistically by using SPSS 23. The score of students result in the post-test is showed as follows:

Table 4.4 Students' scores in Post-test

No	Student	Correct Answer	Score	Category
1	S1	13	87	Very good
2	S2	6	40	Low
3	S3	12	80	Very good
4	S4	8	53	Low
5	S5	9	60	Fair

6	S6	14	93	Excellent
7	S7	14	93	Excellent
8	S8	10	67	Fair
9	S9	10	67	Fair
10	S10	11	73	Good
11	S11	12	80	Very good
12	S12	11	73	Good
13	S13	11	73	Good
14	S14	10	67	Fair
15	S15	11	73	Good
16	S16	8	53	Low
17	S17	13	87	Very good
18	S18	13	87	Very good
19	S19	13	87	Very good
20	S20	13	87	Very good

From what can be seen in table 4.4, there were post-test scores of several students, to be exact, 20 students. In the table it is clear that there were 3 students still in the low level, each 4 students were in fair and good level, 7 students were in the very good level, and 2 students have reached the highest level in the test, which is excellent level.

Besides calculated the students' post-test score, the researcher also calculated the mean score of students' score in post-test using SPSS 23 to display students' average value. It can be seen in the descriptive statistic table below.

Table 4.5 Descriptive statistic score in Post test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test	20	53	40	93	73.50	15.216

As seen at the table 4.5, there were minimum and maximum score, mean score, and standard deviation. Where the student's minimum score was 40, while the maximum score was 93. In addition, the mean score of the student's pot-test was 73.50 with a standard deviation was 15.216.

Table 4.6 Students rate percentage in Post-test

Classification	Score	Frequency	Percentage
Excellent	90-100	2	10%
Very good	80-89	7	35%
Good	70-79	4	20%
Fair	60-69	4	20%
Low	0-59	3	15%
Total		20	100%

The table 4.6 showed students rating percentage in post test. After analyzing the post test score, it was found that 15% of students were still at the low level. Meanwhile, 20% of students each achieved a fair and good level. For the very good level, there was 35% students .finally there was 10% of students who improved rapidly and rise to the excellent level.

c. Pre-test and Post-test comparison

The mean score and standard deviation of the Pretest and Post-test were compared. The outcome was shown in a table of descriptive statistics :

Table 4.7 The mean score and standard deviation in both test (Pre-test and Post-test)

	N	Range	Minimum	Maximum	Mean	Std. Deviation
pretest	20	73	7	80	39.60	18.062
posttest	20	53	40	93	73.50	15.216

Table 4.7.above shows that the paired result of standard deviation students' score Pretest was 18.062 and Post-test is 15.216. It also displays students' mean score in the Pretest is 39.60, and Post-Test is 73.50. It means that students' score in the Post-test was higher than in the Pretest. It can concluded that the treatment used the dictogloss method in lernaning process could improve the students' listening skill.

Table 4.8 Paired Samples Statistics of Both Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	39.60	20	18.062	4.039
	posttest	73.50	20	15.216	3.402

Table 4.8 showed the paired sample statistics of Pretest and Post-test. The mean score of students in Pretest is 39.60 with the standard deviation was 18.062, while students' mean score in Post-test is 73.50 with standard deviation was 15.216. It also indicates the standard error mean in Pre-test and post-test, where 4.039 in pre-test and 3.402 in post-test. The result of students' Pre-test and Post-test comparison showed that the pre-test mean score was lower than the post-test mean score. It can be concluded that there is a difference between students' listening skill before and after treatment using dictogloss method in the learning process.

The following table presented the statistical data paired samples correlations pretest and post-test using SPSS 23 to demonstrate the link between the correlation pretest and post-test data, further indicating whether the results obtained are significant.

Table 4.9 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.667	.001

Table 4.9 showed that the correlation between students' scores in Pre-test and Post-test is 0.667. It can be concluded that there is a significant correlations between Pre-test and Post-test by using Dictogloss method in the treatment process.

Table 4.10 Paired Sample Test of Both Test

		PairedDifferences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	pretest-posttest	-33.900	13.822	3.091	-40.369	-27.431	-10.969	29	.000

The researcher discovered that in table 4.10, the paired sample test illustrates the value of to (t_{count}) is 10.969 with the df (degree of freedom) value 29 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on $df = 29$ is 2.045. It means that the value of the t-count is higher than the value of the t-table.

$$10.969 > 2.045$$

The table above shows the value of the significant (2-tailed) = 0,000, which means smaller than 0,05 (the value for the standard of significant level).

The value on the table above proves that the research H1 (alternative hypothesis) is accepted, and the H0 (null hypothesis) is rejected. The result confirms that the Dictogloss method is effective in teaching listening to the tenth grade students of MAN Palopo.

B. Discussion

In the research with the pre-experimental method, pretest and post test aims to determine the result of giving treatment to students. This research aims to find out the dictogloss method to improve students listening skill at the tenth grade of MAN Palopo. Before giving treatment, researcher giving treatment for 5 meetings. After giving treatment, the researcher giving a post-test to see the different with the pre-test result. If there is an increase, it means that the previous treatment was successful.

This research found that by implementing the dictogloss approach in listening exercises, students' pretest mean scores were 39.60 (poor), but their post-test mean scores were 73.50 (good). The result of analysis showed that there was a difference between students' ability before and after treatment. Where students' post-test scores are higher than their pre-test scores. Value of Signature. (2-tailed) is $0.000 < 0.05$ which means the null hypothesis (H_0) is rejected. Then, the alternative hypothesis (H_1) is accepted that by using dictogloss method in Teaching effectively improve the listening skills of grade 10 students in MAN Palopo.

In conducting the research, especially in providing the treatment, researcher found several problems, such as:

1. Students struggle to understand the story's content due to a lack of vocabulary.
2. Students' interest and motivation for listening activities are low.
3. Students are still not sure and lack of confidence to work with their friends.
4. Students can not

Before implementing the dictogloss method and conducting the learning process over the course of 5 meetings, the research process started with a pre-test. The students then completed a post-test to assess their learning from the earlier teaching. 20 students participated in the pre-test, treatment, and post-test phases of this research. The students retold the story after receiving it as a piece of narrative text. This activity is done to help the students get over their boredom and boost their confidence.

Applying dictogloss as method in teaching listening help the students improve their skill. In preparation stage, presented vocabulary related to the topic helped the students increase their vocabulary, so they can easily understand the content of the stories they listen to. In addition, the vocabulary helped them to guess the content of the story before it is heard to them. The vocabulary can also be an aid for them in rearranging the text. The dictation stage made students more active in listening activity. Active listening made students listened with active minds to understand and know its meaning. This is because students feel challenged to listen to as many words as they can, so they can write down many keywords.

In Addition, using dictogloss in the classroom make students interested

and enjoy learning because in the reconstruction stage, they work in group so they don't feel bored to think alone. They also enjoy it more because they can discuss with their group mates so they do not feel burdened to think for themselves. In this stage, they will also be more serious in compiling text because they are challenged to be the best group in compiling text. In the analysis and correction stage, students analyze their results with the original text of the story so they think more actively in analyzing where their mistakes are so that their mistakes can be corrected and they will be more careful in the next meeting.

This research was supported by the previous research. According to Faradilla Mamonto (2019), dictogloss technique was effective to be implemented in teaching learning English particularly in listening. In reconstruction stage, the students had good progress in finding the meaning of the words, able to hear the words that researcher read and made good phrase in their new text, and found the main idea of the text. In addition, dictogloss technique could be implemented in English where it helped the students' problems in vocabulary through finding the meaning of the words while they reconstruct their text and create more students attention to the subject matters.²⁵

Based on Eka Juwita et al (2013), the use of dictogloss method in teaching listening can help the students comprehend the text better.²⁶ The vocabulary preparation in the preparation stage can help students with their lack of vocabulary. Those vocabularies can help them to understand the text easily and can be the students' guide to reconstruct the text. Thus according to Elly

²⁵ Faadilla Mamonto, "The Implementation of Dictogloss Technique in English as A Foreign Language Class" (2019).

²⁶ Aref and Adnan, "The Use of Dictogloss Method in Teaching Listening A."

Handajani, the use of dictogloss learning techniques can improve students' listening skills, activeness, interests and student achievement. The application of this dictogloss technique can provide opportunities for students to find out what they don't know and how to improve it. Students also have the opportunity to improve their speaking skills by expressing opinions and asking questions²⁷

Furthermore, according to Soojung kim at al (2021), dictogloss method contributes to positive changes in students listening and English learning.²⁸ When students not just listen to the passage, but write things down and share their thoughts with their classmates, it contributes to positive changes in their listening and English learning. The important thing here is that students do the activity not by themselves, but with the group members, so that it can be a more effective method for improving listening skills.

According to Devi Yanty (2018), by using dicto gloss technique in teaching listening, it can give significant effect on students' listening.²⁹ Furthermore, the technique of Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening. From the previous research found that dictogloss is very effective technique to teach listening for the student. Because dictogloss itself is a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the

²⁷ Elly Handajani, "Penggunaan Teknik Dictogloss Untuk Meningkatkan Kemampuan Mendengarkan Siswa" 6, no. 1 (2018): 2–6.

²⁸ Soojung Kim and kyungwhan Cha, "Uses of Listening Strategies in Dictogloss Activities and Perception Of" 21, no. September (2021): 870–894.

²⁹ Devi Yanty, "The Implementation Of Dictogloss Technique In Teaching Lisening To The Second Grade Students In Smk N 2 Kediri" (2018): 8.

task. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can corporate with their friends.

Finally, it can be inferred from the research that employing the dictogloss method to teach listening significantly enhances student's listening abilities.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The use of dictogloss method is able to improve the students' listening skill. The procedure of the researcher stages shows the improvement of the students' test after giving the treatment by implementing the dictogloss method. It can be concluded that the null hypothesis (H₀) was rejected while the researcher's alternative hypothesis (H₁) was accepted. The result of the students' score on post-test become higher than the pre-test represents the effectiveness of treatment stage in contributing to help the students improve the listening skill. Furthermore, the implementation of dictogloss can be approved as the suitable method in teaching to increase the listening skill. The investigation reveals a significant change in the listening learning process between before and after using dictogloss as a method in teaching listening. Students more interest and participate actively in the class during the discussion with their group. Their vocabulary problems also can be solved through the vocabulary preparation so they can comprehend the overall meaning of the text.

B. Suggestions

According to the results of this research, the researcher makes the following recommendations:

1. For Teachers

It would be a good choice if choose the suitable method to make students interest in learning material and make the class alive. Thus, the students' ability

will be increase by the method. In addition, dictogloss method was a good and useful method to improve students' listening ability. Thus, it can be used to improve listening ability and probably the others skills too.

2. For the students

Students should prepare their self to participate in every class activities which can help them to increase their ability. Students can apply dictoglos technique in the class with their friends. So,they can improve vocabulary, inferring the listening passage and practice to write English language. Furthermore, students expected to practice listening as much as possible even if the are at home or whenever they have spare time.

3. For the next research

To find other ways to improve the students' listening ability, it is advised that they reconsider or continue this subject in various contexts. Studies might continues to using the dictogloss method to improve other language skills such as writing and speaking. this study also can be references for the next researcher who wants to conduct related research.

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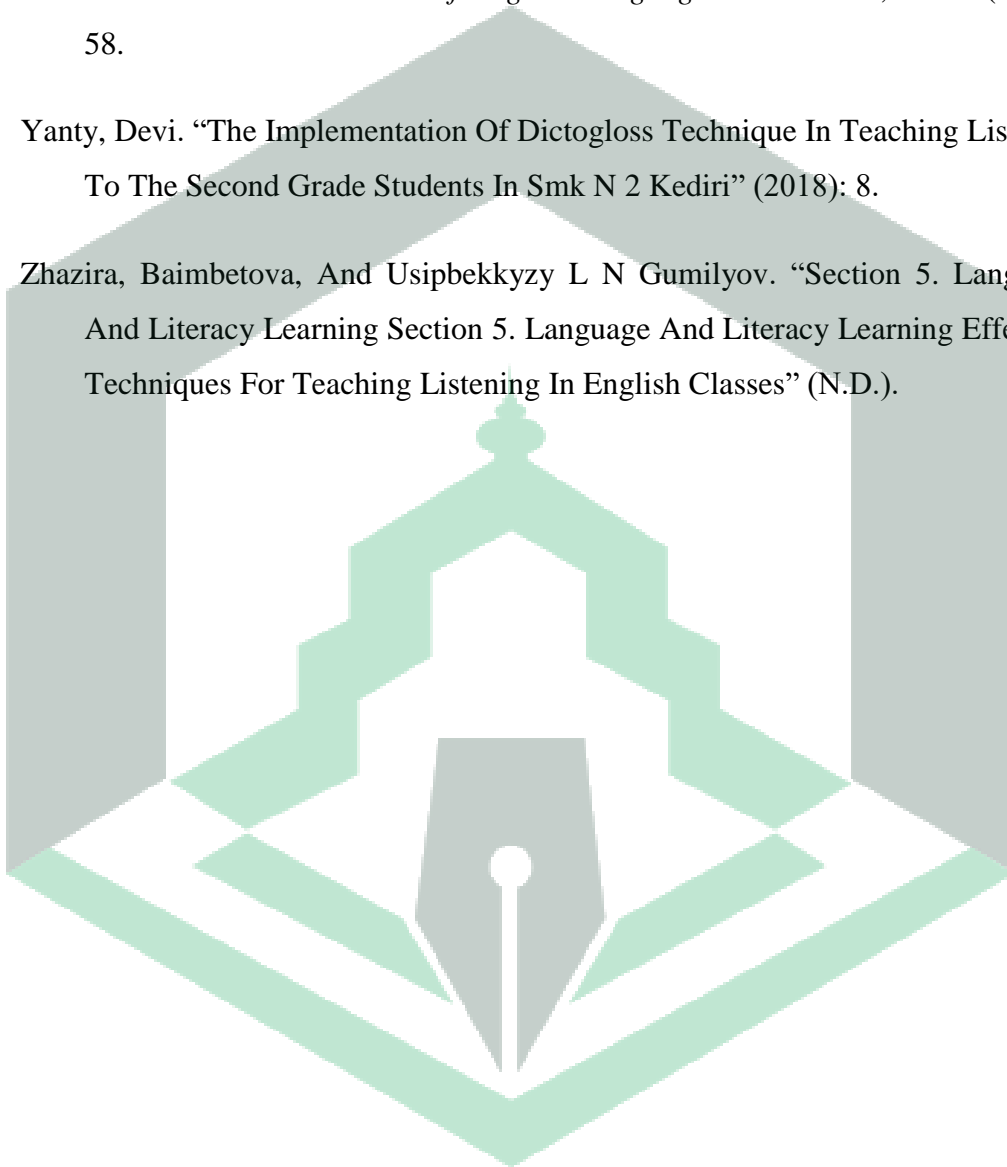
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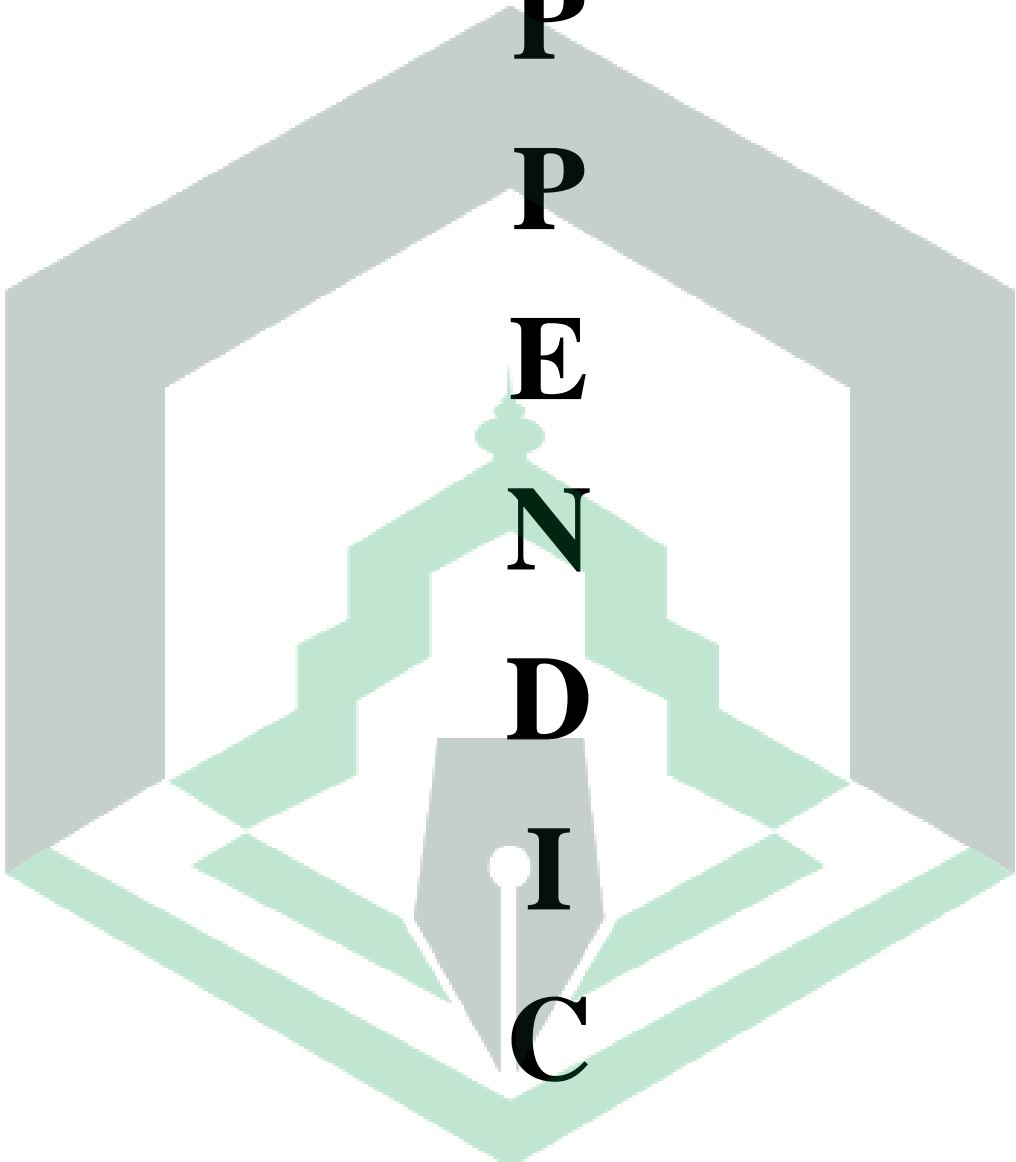
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APPENDIX 1
SURAT IZIN MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1128/IP/DPMPSTP/IX/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : RITA SARLI
Jenis Kelamin : Perempuan
Alamat : Jl. Rampoang Kota Palopo
Pekerjaan : Pelajar/Mahasiswa
NIM : 18 0202 0037

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING DICTOGLOSS METHOD TO IMPROVE STUDENTS LISTENING SKILL AT THE TENTH GRADE OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian : 13 September 2022 s.d. 13 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 September 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov, Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



APPENDIX 2
SURAT KETERANGAN SELESAI
PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN
Nomor : 386 /Ma.21.14.01/TL.00/XI/2022

Yang bertanda tangan dibawah ini :

N a m a : Dra. Hj. Jumrah, M.Pd.I
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : RITA SARLI
Kelamin : Perempuan
Alamat : Jl. Rampoang Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0037

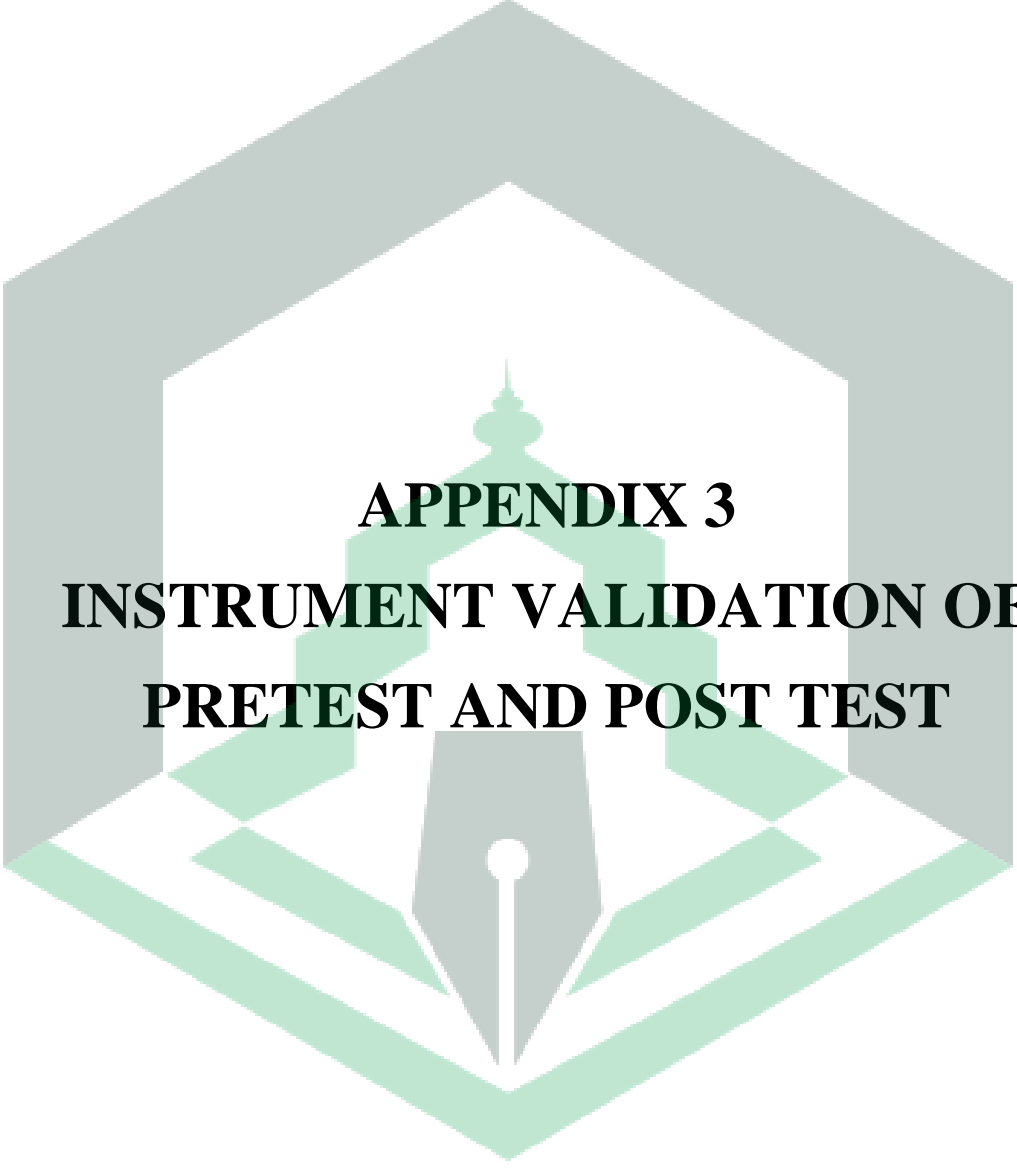
Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Effectiveness Of Using Dictogloss Method To Improve Students Listening Skill At The Tenth Grade Of MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 November 2022
Kepala Madrasah,



Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009



APPENDIX 3
INSTRUMENT VALIDATION OF
PRETEST AND POST TEST

Yang bertanda tangan dibawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
Instansi : IAIN (Institute Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal Listening untuk *pre-test* dan *post-test* yang akan digunakan dalam penelitian skripsi dengan judul “**The Effectiveness of Using Dictogloss Method to Improve Students Listening Skill at The Tenth Grade of MAN Palopo**” oleh peneliti:

Nama : Rita Sarli
NIM : 18 0202 0037
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

1. Perbaiki Instruksi soalnya
2. Tambahkan pilihan jawaban

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 10 - 11 - 2021

Validator,


Dewi Furwana, S.Pd.I., M.Pd.



APPENDIX 4
PRETEST AND POST-TEST

$$\frac{1}{15} \times 100 = 7$$

Name : FIKRATUL MUKARRAMA

Class : X.A <TAHSIOL>

Pre-test for listening skill

Listen and choose the correct answer.

1. Why did the ant fall into the river?
 a. He is pushed up by the dove
 b. He didn't see the river
 c. He lost his balance
 d. He slipped
2. What did the Ant do to save the Dove?
 a. Biting the hunter's leg
 b. Dropping leaf to the hunter
 c. Get into the hunter's eyes
 d. Taking the hunter's arrow
3. What can we learn from the story?
 a. Don't drink water in the river
 b. Don't hunt animals because you will be bitten by Ant
 c. Help anyone while you can, because someday we will need help too
 d. Just ignore other people around you
4. What does (generally) the story tell us about?
 a. The Hare and the Tortoise
 b. The Ant and the Dove
 c. The Hunter and the Duck
 d. The Tiger and the Ant
5. Why did the hunter cry out in pain?
 a. The Dove took his arrow
 b. His arrow is broken
 c. His leg was bitten by the Ant
 d. He fell into the river

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The dove are flying over the river when the ant was in a danger	✓	
7.	The dove saved the ant by biting the hunter's leg	✓	
8.	The leaf that the ant climbed are the help of the dove	✓	
9.	The ant and the dove are friends because the saved each other.		✓
10.	The story take place in a cave	✓	

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Quickly	Weekly
Thirty	Thirsty
Plugged	Plucked
Nearby	Nearby
Become	Became

Once upon a time, a very 11. nearby ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. "Help, help, help!" cried the ant. But no one could hear his cries.

A dove sitting on a tree 12. become, saw that the ant was in trouble. She quickly 13. weekly off a leaf from the tree and dropped it into the water. The ant climbed on a leaf, he thanked the dove for saving his life.

After a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at the dove. The ant knew that his friend, the dove was in danger. He 14. quickly bit the hunter's leg. The hunter cried in pain. The hunter's arrow missed the dove. This time, the Ant saved the dove. The dove thanked the ant for saving her life and they 15. nearby friends forever.

B benar
 $\frac{6}{15} \times 100 = 53$

Name : Fadiyah Nur Alfiyatmi

Class : X.A (Tahfidz)

Pre-test for listening skill

Listen and choose the correct answer.

1. Why did the ant fall into the river?
 - a. He is pushed up by the dove
 - b. He didn't see the river
 - c. He lost his balance
 - d. He slipped
2. What did the Ant do to save the Dove?
 - a. Biting the hunter's leg
 - b. Dropping leaf to the hunter
 - c. Get into the hunter's eyes
 - d. Taking the hunter's arrow
3. What can we learn from the story?
 - a. Don't drink water in the river
 - b. Don't hunt animals because you will be bitten by Ant
 - c. Help anyone while you can, because someday we will need help too
 - d. Just ignore other people around you
4. What does (generally) the story tell us about?
 - a. The Hare and the Tortoise
 - b. The Ant and the Dove
 - c. The Hunter and the Duck
 - d. The Tiger and the Ant
5. Why did the hunter cry out in pain?
 - a. The Dove took his arrow
 - b. His arrow is broken
 - c. His leg was bitten by the Ant
 - d. He fell into the river

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The dove are flying over the river when the ant was in a danger	✓	
7.	The dove saved the ant by biting the hunter's leg	✓	
8.	The leaf that the ant climbed are the help of the dove	✓	
9.	The ant and the dove are friends because the saved each other.	✓	
10.	The story take place in a cave		✓

X
X
✓
✓
✓

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Quickly	Weekly
Thirty	Thirsty
Plugged	Plucked
Nearby	Nearby
Become	Became

Once upon a time, a very 11. thirty ant was drinking water from the river. Suddenly, X
the ant lost his balance and fell into the river water. "Help, help, help!" cried the ant. But no
one could hear his cries.

A dove sitting on a tree 12. weekly, saw that the ant was in trouble. She quickly X
13. plugged off a leaf from the tree and dropped it into the water. The ant climbed on a leaf,
he thanked the dove for saving his life.

After a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at X
the dove. The ant knew that his friend, the dove was in danger. He 14. become bit the
hunter's leg. The hunter cried in pain. The hunter's arrow missed the dove. This time, the Ant
saved the dove. The dove thanked the ant for saving her life and they 15. Nearby friends X
forever.

$$\frac{12}{15} \times 100 = 80$$

Name : Muhammad Fathul Bari

Class : XA

Pre-test for listening skill

Listen and choose the correct answer.

1. Why did the ant fall into the river?
 - a. He is pushed up by the dove
 - b. He didn't see the river
 - c. He lost his balance
 - d. He slipped
2. What did the Ant do to save the Dove?
 - a. Biting the hunter's leg
 - b. Dropping leaf to the hunter
 - c. Get into the hunter's eyes
 - d. Taking the hunter's arrow
3. What can we learn from the story?
 - a. Don't drink water in the river
 - b. Don't hunt animals because you will be bitten by Ant
 - c. Help anyone while you can, because someday we will need help too
 - d. Just ignore other people around you
4. What does (generally) the story tell us about?
 - a. The Hare and the Tortoise
 - b. The Ant and the Dove
 - c. The Hunter and the Duck
 - d. The Tiger and the Ant
5. Why did the hunter cry out in pain?
 - a. The Dove took his arrow
 - b. His arrow is broken
 - c. His leg was bitten by the Ant
 - d. He fell into the river

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The dove are flying over the river when the ant was in a danger		✓
7.	The dove saved the ant by biting the hunter's leg	✓	
8.	The leaf that the ant climbed are the help of the dove	✓	✗
9.	The ant and the dove are friends because the saved each other	✓	
10.	The story take place in a cave		✓

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Quickly	Weekly
Thirty	Thirsty
Plugged	Plucked
Nearby	Nearvy
Become	Became

Once upon a time, a very 11. thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. "Help, help, help!" cried the ant. But no one could hear his cries.

A dove sitting on a tree 12. near, saw that the ant was in trouble. She quickly 13. plucked off a leaf from the tree and dropped it into the water. The ant climbed on a leaf, he thanked the dove for saving his life.

After a few days, the dove was sitting on a tree. The ant saw a hunter aliming his arrow at the dove. The ant knew that his friend, the dove was in danger. He 14. quickly bit the hunter's leg. The hunter cried in pain. The hunter's arrow missed the dove. This time, the Ant saved the dove. The dove thanked the ant for saving her life and they 15. became friends forever.

$$\frac{11}{10} \times 100 = 73$$

Name : Andi MUHAMMAD RIZKI

Class : XA

Pre-test for listening skill

Listen and choose the correct answer.

1. Why did the ant fall into the river?
 - a. He is pushed up by the dove
 - b. He didn't see the river
 - c. He lost his balance ✓
 - d. He slipped

2. What did the Ant do to save the Dove?
 - a. Biting the hunter's leg ✓
 - b. Dropping leaf to the hunter
 - c. Get into the hunter's eyes
 - d. Taking the hunter's arrow

3. What can we learn from the story?
 - a. Don't drink water in the river
 - b. Don't hunt animals because you will be bitten by Ant
 - c. Help anyone while you can, because someday we will need help too ✓
 - d. Just ignore other people around you

4. What does (generally) the story tell us about?
 - a. The Hare and the Tortoise
 - b. The Ant and the Dove ✓
 - c. The Hunter and the Duck
 - d. The Tiger and the Ant

5. Why did the hunter cry out in pain?
 - a. The Dove took his arrow ✓
 - b. His arrow is broken
 - c. His leg was bitten by the Ant ✓
 - d. He fell into the river

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The dove are flying over the river when the ant was in a danger	✓	
7.	The dove saved the ant by biting the hunter's leg	✓	
8.	The leaf that the ant climbed are the help of the dove	✓	✗
9.	The ant and the dove are friends because the saved each other.	✓	
10.	The story take place in a cave		✓

✗
✗
✓
✓
✓

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Quickly	Weekly
Thirty	Thirsty
Plugged	Plucked
Nearby	Nearby
Become	Became

Once upon a time, a very 11. Thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. "Help, help, help!" cried the ant. But no one could hear his cries.

A dove sitting on a tree 12. Nearby, saw that the ant was in trouble. She quickly 13. Plucked off a leaf from the tree and dropped it into the water. The ant climbed on a leaf, he thanked the dove for saving his life.

After a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at the dove. The ant knew that his friend, the dove was in danger. He 14. Quickly bit the hunter's leg. The hunter cried in pain. The hunter's arrow missed the dove. This time, the Ant saved the dove. The dove thanked the ant for saving her life and they 15. Became friends forever.

Name : Miftahul Jannah

Class : X - A

$$\frac{8}{15} \times 100 = 53$$

Pre-test for listening skill

Listen and choose the correct answer.

1. Why did the ant fall into the river?
 - a. He is pushed up by the dove
 - b. He didn't see the river
 - c. He lost his balance ✓
 - d. He slipped
2. What did the Ant do to save the Dove?
 - a. Biting the hunter's leg ✓
 - b. Dropping leaf to the hunter
 - c. Get into the hunter's eyes
 - d. Taking the hunter's arrow
3. What can we learn from the story?
 - a. Don't drink water in the river
 - b. Don't hunt animals because you will be bitten by Ant
 - c. Help anyone while you can, because someday we will need help too ✓
 - d. Just ignore other people around you
4. What does (generally) the story tell us about?
 - a. The Hare and the Tortoise
 - b. The Ant and the Dove ✓
 - c. The Hunter and the Duck
 - d. The Tiger and the Ant
5. Why did the hunter cry out in pain?
 - a. The Dove took his arrow
 - b. His arrow is broken ✗
 - c. His leg was bitten by the Ant
 - d. He fell into the river

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The dove are flying over the river when the ant was in a danger	✓	
7.	The dove saved the ant by biting the hunter's leg	✓	
8.	The leaf that the ant climbed are the help of the dove	✓	
9.	The ant and the dove are friends because the saved each other.	✓	
10.	The story take place in a cave		✓

X
X
✓
✓
X

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Quickly	Weekly
Thirty	Thirsty
Plugged	Plucked
Nearby	Nearby
Become	Became

Once upon a time, a very 11. Thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. "Help, help, help!" cried the ant. But no one could hear his cries. ✓

A dove sitting on a tree 12. Nearby, saw that the ant was in trouble. She quickly 13. Become off a leaf from the tree and dropped it into the water. The ant climbed on a leaf, he thanked the dove for saving his life. X

After a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at the dove. The ant knew that his friend, the dove was in danger. He 14. Became bit the hunter's leg. The hunter cried in pain. The hunter's arrow missed the dove. This time, the Ant saved the dove. The dove thanked the ant for saving her life and they 15. Plugged friends forever. X

Name : FIKRATUL MUKARRAMA

Class : X.A (TAHFIQ)

$$\frac{11}{15} \times 100 = 73$$

Post-test for listening skill

Listen and choose the correct answer.

1. Who are the main character in the story?
 - a. The Duck and the Tiger
 - b. The Tiger and the Turtle
 - c. The Hare and the Tiger
 - d. The Hare and the Tortoise ✓
2. Who won the race?
 - a. The Hare
 - b. The Duck
 - c. The Tortoise ✓
 - d. The Tiger
3. What lesson do we learn from the story?
 - a. The hare should not challenge the tortoise to race
 - b. To succeed, we must keep going and not quit
 - c. When you opponent is weak, then sleep
 - d. The tortoise go faster than the hare ✗
4. Why did the hare lose?
 - a. He took a nap
 - b. The Tortoise ran fast
 - c. The Tortoise cheated him ✗
 - d. The Tortoise has magic power
5. How is the character of the hare?
 - a. Arrogant ✓
 - b. Weak ✗
 - c. Persistent
 - d. Sleeper

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The hare laugh because the tortoise walked so slow	✓	
7.	The hare challenged the tortoise to race	✓	
8.	The tortoise ran faster then the hare		✓
9.	The hare underestimates the tortoise so much that he lost	✓	
10.	The hare take a little nap on the tree	✓	

✓
X
✓
✓
X

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Fallout	Followed
Continuous	Continued
Decided	Decade
Loving	Laughing
Arrived	Arise

Once upon a time, a tortoise was walking on the road. A hare saw him and started
 11. laughing loudly. "ha ha ha! Look at you, you are so slow!". The tortoise got and
 challenged the hare to race. The hare immediately agreed saying, "why not? I am faster than
 you, I can eat you anytime".

On the day of the race, the hare and the tortoise 12. Arrived at the starting line. The tiger
 waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise
 slowly 13. Followed behind. The hare was quite ahead of the tortoise in no time at all. He
 saw that the tortoise was walking slowly far behind him. The hare was so sure about winning
 the race, that he 14. Decided to take a little nap under the tree.

While the hare was dreaming, the tortoise 15. Continued walking slowly and went ahead
 of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He
 started running but it was too late. He couldn't reach there before the tortoise. The tortoise
 won the race. the are stated crying because he had lost the race to the slow tortoise.

$$\frac{12}{15} \times 100 = 80$$

Name : Faqiyah Nur Alfiyotri

Class : X-A (Tahfidz)

Post-test for listening skill

Listen and choose the correct answer.

- Who are the main character in the story?
 - The Duck and the Tiger
 - The Tiger and the Turtle
 - The Hare and the Tiger
 - The Hare and the Tortoise ✓
- Who won the race?
 - The Hare
 - The Duck
 - The Tortoise ✓
 - The Tiger
- What lesson do we learn from the story?
 - The hare should not challenge the tortoise to race ✗
 - To succeed, we must keep going and not quit
 - When you opponent is weak, then sleep
 - The tortoise go faster than the hare
- Why did the hare lose?
 - He took a nap ✓
 - The Tortoise ran fast
 - The Tortoise cheated him
 - The Tortoise has magic power
- How is the character of the hare?
 - Arrogant ✓
 - Weak
 - Persistent
 - Sleeper

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The hare laugh because the tortoise walked so slow	✓	
7.	The hare challenged the tortoise to race	✓	
8.	The tortoise ran faster then the hare	✗	✓
9.	The hare underestimates the tortoise so much that he lost	✓	
10.	The hare take a little nap on the tree	✓	

✓
✗
✓
✓
✗

Fill the blank in the story below based on the information from the audio by using provided words in the table!

Fallout	Followed
Continuous	Continued
Decided	Decade
Loving	Laughing
Arrived	Arise

✓ Once upon a time, a tortoise was walking on the road. A hare saw him and started 11. Laughing loudly. "ha ha ha! Look at you, you are so slow!". The tortoise got and challenged the hare to race. The hare immediately agreed saying, "why not? I am faster than you, I can eat you anytime".

On the day of the race, the hare and the tortoise 12. Arrived at the starting line. The tiger waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise slowly 13. followed behind. The hare was quite ahead of the tortoise in no time at all. He saw that the tortoise was walking slowly far behind him. The hare was so sure about winning the race, that he 14. decided to take a little nap under the tree. ✓

While the hare was dreaming, the tortoise 15. Continued walking slowly and went ahead ✓ of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He started running but it was too late. He couldn't reach there before the tortoise. The tortoise won the race. the are stated crying because he had lost the race to the slow tortoise.

Name : MUH. FATHUL HARI

Class : XA

$$\frac{14}{15} \times 100 = \underline{\underline{93}}$$

Post-test for listening skill

Listen and choose the correct answer.

- Who are the main character in the story?
 - The Duck and the Tiger
 - The Tiger and the Turtle
 - The Hare and the Tiger
 - The Hare and the Tortoise ✓
- Who won the race?
 - The Hare
 - The Duck
 - The Tortoise ✓
 - The Tiger
- What lesson do we learn from the story?
 - The hare should not challenge the tortoise to race
 - To succeed, we must keep going and not quit ✓
 - When you opponent is weak, then sleep
 - The tortoise go faster than the hare
- Why did the hare lose?
 - He took a nap ✓
 - The Tortoise ran fast
 - The Tortoise cheated him
 - The Tortoise has magic power
- How is the character of the hare?
 - Arrogant ✓
 - Weak
 - Persistent
 - Sleeper

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The hare laugh because the tortoise walked so slow	✓	
7.	The hare challenged the tortoise to race		✓
8.	The tortoise ran faster then the hare		✓
9.	The hare underestimates the tortoise so much that he lost	✓	
10.	The hare take a little nap on the tree	✓	

Fill the blank in the story below based on the information from the audio by using provided words in tha table!

Fallout	Followed
Continuous	Continued
Decided	Decade
Loving	Laughing
Arrived	Arise

Once upon a time, a tortoise was walking on the road. A hare saw him and started 11. Laughing loudly. "ha ha ha! Look at you, you are so slow!". The tortoise got and challenged the hare to race. The hare immediately agreed saying, "why not? I am faster than you, I can eat you anytime".

On the day of the race, the hare and the tortoise 12. Arrived at the starting line. The tiger waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise slowly 13. Followed behind. The hare was quite ahead of the tortoise in no time at all. He saw that the tortoise was walking slowly far behind him. The hare was so sure about winning the race, that he 14. Decided to take a little nap under the tree.

While the hare was dreaming, the tortoise 15. Continued walking slowly and went ahead of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He started running but it was too late. He couldn't reach there before the tortoise. The tortoise won the race . the are stated crying because he had lost the race to the slow tortoise.

Name : Andi MUH-FARHAN

Class : XA

$$\frac{14}{15} \times 100 = \underline{\underline{93}}$$

Post-test for listening skill

Listen and choose the correct answer.

1. Who are the main character in the story?
 - a. The Duck and the Tiger
 - b. The Tiger and the Turtle
 - c. The Hare and the Tiger
 - d. The Hare and the Tortoise ✓
2. Who won the race?
 - a. The Hare
 - b. The Duck
 - c. The Tortoise ✓
 - d. The Tiger
3. What lesson do we learn from the story?
 - a. The hare should not challenge the tortoise to race
 - b. To succeed, we must keep going and not quit ✓
 - c. When you opponent is weak, then sleep
 - d. The tortoise go faster than the hare
4. Why did the hare lose?
 - a. He took a nap ✓
 - b. The Tortoise ran fast
 - c. The Tortoise cheated him
 - d. The Tortoise has magic power
5. How is the character of the hare?
 - a. Arrogant ✓
 - b. Weak
 - c. Persistent
 - d. Sleeper

Listen again. Are these statements true or false? Check (✓) the correct answer.

No	Statements	True	False
6.	The hare laugh because the tortoise walked so slow	✓	
7.	The hare challenged the tortoise to race		✓
8.	The tortoise ran faster then the hare		✓
9.	The hare underestimates the tortoise so much that he lost	✓	✓
10.	The hare take a little nap on the tree	✓	

Fill the blank in the story below based on the information from the audio by using provided words in tha table!

Fallout	Followed
Continuous	Continued
Decided	Decade
Loving	Laughing
Arrived	Arise

✓ Once upon a time, a tortoise was walking on the road. A hare saw him and started 11. Laughing loudly. "ha ha ha! Look at you, you are so slow!". The tortoise got and challenged the hare to race. The hare immediately agreed saying, "why not? I am faster than you, I can eat you anytime?".

✓ On the day of the race, the hare and the tortoise 12. Arrived at the starting line. The tiger waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise slowly 13. Followed behind. The hare was quite ahead of the tortoise in no time at all. He saw that the tortoise was walking slowly far behind him. The hare was so sure about winning the race, that he 14. Decided to take a little nap under the tree. ✓

✓ While the hare was dreaming, the tortoise 15. Continued walking slowly and went ahead of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He started running but it was too late. He couldn't reach there before the tortoise. The tortoise won the race . the are stated crying because he had lost the race to the slow tortoise.

$$\frac{13}{15} \times 100 = 87$$

Name : Miftahul Jannah

Class : X . A

Post-test for listening skill

Listen and choose the correct answer.

1. Who are the main character in the story?
 - a. The Duck and the Tiger
 - b. The Tiger and the Turtle
 - c. The Hare and the Tiger
 - d. The Hare and the Tortoise
2. Who won the race?
 - a. The Hare
 - b. The Duck
 - c. The Tortoise
 - d. The Tiger
3. What lesson do we learn from the story?
 - a. The hare should not challenge the tortoise to race
 - b. To succeed, we must keep going and not quit
 - c. When you opponent is weak, then sleep
 - d. The tortoise go faster than the hare
4. Why did the hare lose?
 - a. He took a nap
 - b. The Tortoise ran fast
 - c. The Tortoise cheated him
 - d. The Tortoise has magic power
5. How is the character of the hare?
 - a. Arrogant
 - b. Weak
 - c. Persistent
 - d. Sleeper

Listen again. Are these statements true or false? Check (√) the correct answer.

No	Statements	True	False
6.	The hare laugh because the tortoise walked so slow	✓	
7.	The hare challenged the tortoise to race	✓	
8.	The tortoise ran faster then the hare		✓
9.	The hare underestimates the tortoise so much that he lost	✓	
10.	The hare take a little nap on the tree	✓	

✓
X
✓
✓
X


Fill the blank in the story below based on the information from the audio by using provided words in tha table!

Fallout	Followed
Continuous	Continued
Decided	Decade
Loving	Laughing
Arrived	Arise

✓ Once upon a time, a tortoise was walking on the road. A hare saw him and started 11. Laughing loudly. "ha ha ha! Look at you, you are so slow!". The tortoise got and challenged the hare to race. The hare immediately agreed saying, "why not? I am faster than you, I can eat you anytime".

On the day of the race, the hare and the tortoise 12. Arrived at the starting line. The tiger waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise slowly 13. Followed behind. The hare was quite ahead of the tortoise in no time at all. He saw that the tortoise was walking slowly far behind him. The hare was so sure about winning the race, that he 14. Decided to take a little nap under the tree. ✓

While the hare was dreaming, the tortoise 15. Continued walking slowly and went ahead ✓ of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He started running but it was too late. He couldn't reach there before the tortoise. The tortoise won the race the are stated crying because he had lost the race to the slow tortoise.



APPENDIX 5
STORY TRANSCRIPTION OF
PRE-TEST AND POST-TEST

PRE-TEST

The Ant And The Dove

Once upon a time, a very thirsty ant was drinking water from the river. Suddenly, the ant lost his balance and fell into the river water. “Help, help, help!” cried the ant. But no one could hear his cries.

A dove sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on a leaf, he thanked the dove for saving his life.

After a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at the dove. The ant knew that his friend, the dove was in danger. He quickly bit the hunter’s leg. The hunter cried in pain. The hunter’s arrow missed the dove. This time, the Ant saved the dove. The dove thanked the ant for saving her life and they became friends forever.

POST-TEST

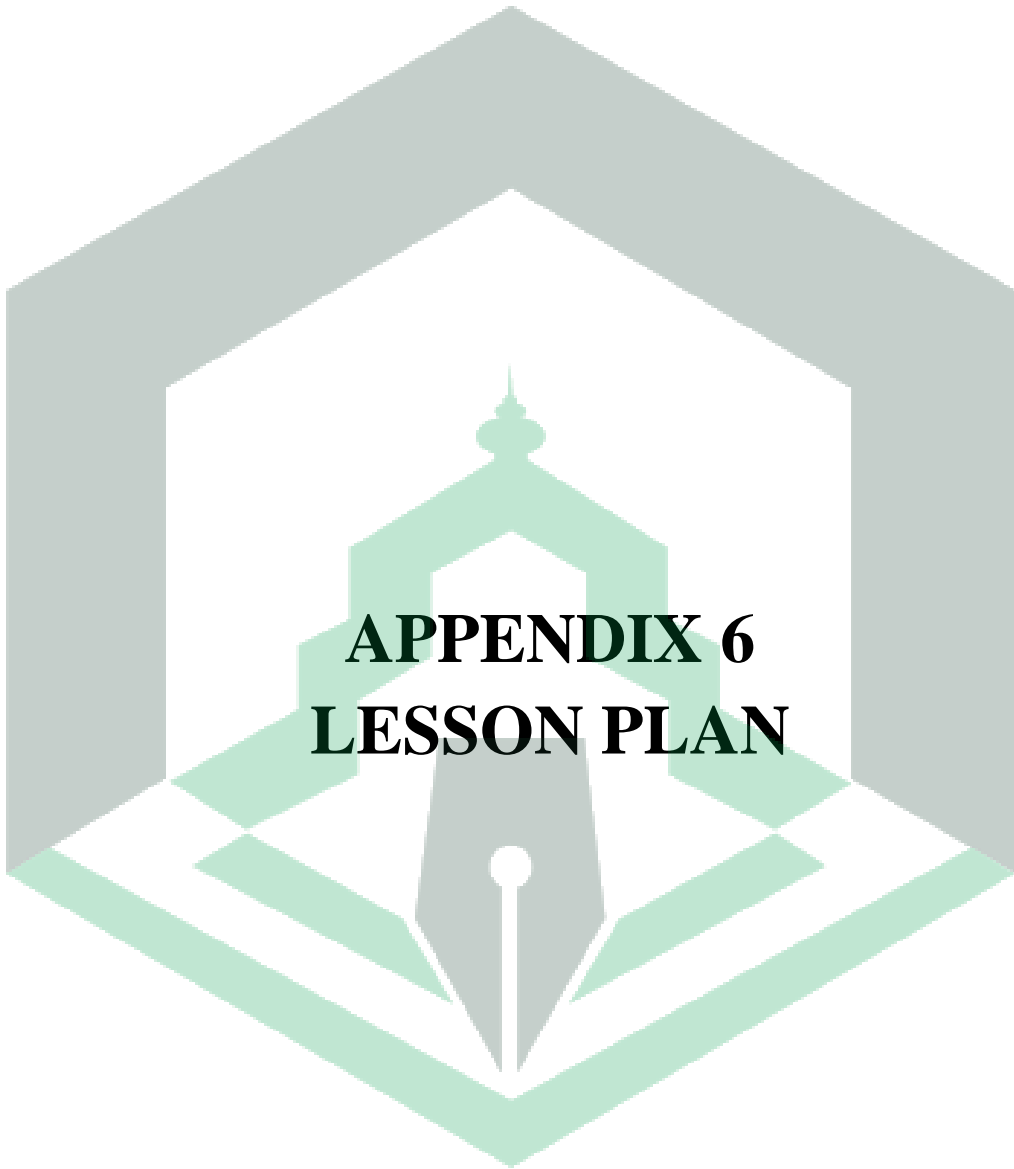
The Hare And The Tortoise

Once upon a time, a tortoise was walking on the road. A hare saw him and started laughing loudly. “ha ha ha! Look at you, you are so slow!”. The tortoise got angry and challenged the hare to race. The hare immediately agreed saying, “why not? I am faster than you, I can eat you anytime”.

On the day of the race, the hare and the tortoise arrived at the starting line. The tiger waved the flag to signal the beginning of the race. The hare ran very fast, while the tortoise slowly followed behind. The hare was quite ahead of the tortoise in no time at all. He saw that the tortoise was walking slowly far behind him. The hare was so sure about winning the race, that he decided to take a little nap under the tree.

While the hare was dreaming, the tortoise continued walking slowly and went ahead of the hare. The hare woke up from his nap and saw the tortoise reaching the finish line. He started running but it was too late. He couldn't reach there before the tortoise. The tortoise won the race . the Hare started crying because he had lost the race to the slow tortoise.





APPENDIX 6
LESSON PLAN

LESSON PLAN

Class : **10th grade**
Topic : Fable (The Elephant and the Ant)
Listening Focus : Listening for key words, listening for the information,
listening for gist
Time : 60 minutes
Meeting : 1st (Treatment 1)
Learnig method : Dictogloss Method
Preparation : Picture, audio of The Elephant and the Ant story, story
text

Learning Step:

Warm Up

- The researcher begin the lesson by welcoming the students and asking about their health
- The researcher request the class leader conduct the prayer.
- The researcher checked the student attendance list.
- The researcher provides students with attention grab to make students stay focus.
- The researcher show some picture to the students so that students can guess the topic
- The researcher ask the students to **guess** the topic.
- Give some questions to students about narrative text to make sure they understand what narrative text is.
- The researcher give some vocabularies that related to the topic and teach them

how to pronounce the vocabularies

Main Activity

- The researcher play the audio of “The Elephant and the Ant” story and ask the students to listen it carefully.
- The researcher give instruction to the students to listen the audio once again and note the key words they heard from the story as much as they can
- The researcher give the students question to make sure that they understand the story they have heard.

Follow Up

- The researcher divided the students into 5 groups, then gave instructions to them to discuss and retell the " The Elephant and the Ant " story based on what they understood using the keywords they noted.
- The researcher ask one of the representative of each group to retell the story they have compiled in front of class.
- Other groups pay attention to students who retell their story
- After all groups retell their results, the researcher asked them to compare the original story with their work.
- The researcher asked the students to write down the new vocabulary they got from the story on the whiteboard.
- The researcher ask the students about the difficulties during teaching learning process
- Closing the class and praying

LESSON PLAN

Class	: 10th grade
Topic	: Folktale (The Selfish Giant)
Listening Focus	: Listening for key words, listening for the information, listening for gist
Time	: 60 minutes
Meeting	: 2 nd (Treatment 2)
Learnig method	: Dictogloss Method
Preparation	: Picture, audio of diamond and toads story, story text

Learning Step:

Warm Up

- The researcher begin the lesson by welcoming the students and asking about their health
- The researcher request the class leader conduct the prayer.
- The researcher checked the student attendance list.
- The researcher provides students with attention grab to make students stay focus.
- The researcher show some picture to the students so that students can guess the topic
- The researcher ask the students to guess the topic.
- Give some questions to students about narrative text to make sure they understand what narrative text is.
- The researcher give some vocabularies that related to the topic and teach them how to pronounce the vocabularies

Main Activity

- The researcher play the audio of “The selfish giant” story and ask the students to listen it carefully.
- The researcher give instruction to the students to listen the audio once again and note the key words they heard from the story as much as they can
- The researcher give the students question to make sure that they understand the story they have heard.

Follow Up

- The researcher divided the students into 5 groups, then gave instructions to them to discuss and retell the " The selfish giant " story based on what they understood using the keywords they noted.
- The researcher ask one of the representative of each group to retell the story they have compiled in front of class.
- Other groups pay attention to students who retell their story
- After all groups retell their results, the researcher asked them to compare the original story with their work.
- The researcher asked the students to write down the new vocabulary they got from the story on the whiteboard.
- The researcher ask the students about the difficulties during teaching learning process
- Closing the class and praying

LESSON PLAN

Class : **10th grade**
Topic : Fairy Tale (Diamond and toads)
Listening Focus : Listening for key words, listening for the information,
listening for gist
Time : 60 minutes
Meeting : 3th (Treatment 3)
Learnig method : Dictogloss Method
Preparation : Picture, audio of The selfish giant story, story text

Learning Step:

Warm Up

- The researcher begin the lesson by welcoming the students and asking about their health
- The researcher request the class leader conduct the prayer.
- The researcher checked the student attendance list.
- The researcher provides students with attention grab to make students stay focus.
- The researcher show some picture to the students so that students can guess the topic
- The researcher ask the students to guess the topic.
- Give some questions to students about the topic to make sure they understand what the topic is.
- The researcher give some vocabularies that related to the story topic and teach them how to pronounce the vocabularies

Main Activity

- The researcher play the audio of “Diamond and toads” story and ask the students to listen it carefully.
- The researcher give instruction to the students to listen the audio once again and note the key words they heard from the story as much as they can
- The researcher give the students question to make sure that they understand the story they have heard.

Follow Up

- The researcher divided the students into 5 groups, then gave instructions to them to discuss and retell the " diamond and toads " story based on what they understood using the keywords they noted.
- The researcher ask one of the representative of each group to retell the story they have compiled in front of class.
- Other groups pay attention to students who retell their story
- After all groups retell their results, the researcher asked them to compare the original story with their work.
- The researcher asked the students to write down the new vocabulary they got from the story on the whiteboard.
- The researcher ask the students about the difficulties during teaching learning process
- Before closing the class, the researcher explained what they would do at the next meeting.

- The researcher divides the students into 2 groups and then gives the theme of the story to each group.
- Invite the group representatives to withdraw the lot containing the serial number to appear along with the theme of the story.
- Instruct students to prepare stories according to the themes their groups get to tell at the next meeting by applying the dictogloss method.



LESSON PLAN

Class : **10th grade**
Topic : Funny Story
Listening Focus : Listening for key words, listening for the information,
listening for gist
Time : 60 minutes
Meeting : 4th(Treatment 4)
Learnig method : Dictogloss Method
Preparation : Picture and story text

Learning Step:

Warm Up

- The researcher begin the lesson by welcoming the students and asking about their health
- The researcher request the class leader conduct the prayer.
- The researcher checked the student attendance list.
- The researcher provides students with attention grab to make students stay focus.
- The researcher show some picture to the students so that students can guess the topic
- The researcher ask the students to guess the topic.
- Give some questions to students about the topic to make sure they understand what the topic is.
- The researcher give some vocabularies that related to the topic and teach them how to pronounce the vocabularies

Main Activity

- The researcher invited the first group to read the stories they had prepared in turn until they were finished.
- The other group listens to the story while understanding its contents.
- The group reads the story one more time, while the other group records the story keywords individually
- After the first group reads the story, they give the questions to other group about the story.

Follow Up

- After noted the keywords, each of them retold the story based on the keywords they recorded.
- The researcher ask students one by one to retell the story they have compiled in front of class.
- Other students pay attention to students who retell their story.
- After all groups students retell their results, the researcher asked them to compare the original story with their work.
- The researcher asked all of the students to write down the new vocabulary they got from the story on the whiteboard.
- The researcher ask the students about the difficulties during teaching learning process
- Closing the class and praying

LESSON PLAN

Class : **10th grade**
Topic : Funny Story
Listening Focus : Listening for key words, listening for the information,
listening for gist
Time : 60 minutes
Meeting : 5th(Treatment 5)
Learnig method : Dictogloss Method
Preparation : Picture and Story text

Learning Step:

Warm Up

- The researcher begin the lesson by welcoming the students and asking about their health
- The researcher request the class leader conduct the prayer.
- The researcher checked the student attendance list.
- The researcher provides students with attention grab to make students stay focus.
- The researcher show some picture to the students so that students can guess the topic
- The researcher ask the students to guess the topic.
- Give some questions to students about the topic to make sure they understand what the topic is.
- The researcher give some vocabularies that related to the topic and teach them how to pronounce the vocabularies

Main Activity

- The researcher invited the second group to read the stories they had prepared in turn until they were finished.
- The other group listens to the story while understanding its contents.
- The group reads the story one more time, while the other group records the story keywords individually
- After the second group reads the story, they give questions to other group about the story.

Follow Up

- After noted the keywords, each of them retells the story based on the keywords they wrote down.
- The researcher ask students one by one to retell the story they have compiled in front of class.
- Other students pay attention to students who retell their story.
- After all groups students retell their results, the researcher asked them to compare the original story with their work.
- The researcher asked all of the students to write down the new vocabulary they got from the story on the whiteboard.
- The researcher ask the students about the difficulties during teaching learning process
- Closing the class and praying



APPENDIX 7
TREATMENT

TREATMENT 1

The elephant and the ant

Once in a forest, there lived an elephant. He was very proud of his big size. He always troubled other animals in the forest and made fun of them. One day, as he was walking through the forest, he saw a parrot was sitting on a tree. “Ha ha ha, hey you! What are you doing there? Don’t you see me passing through? I am the most powerful animal of the forest. come on, Bow down to me!”. Said the elephant. “What? Bow down to you?” Reject the parrot. “What? You don’t know who you are talking to? I will teach you to respect me,ha ha ha” said the elephant again. The parrot didn’t bow down to the elephant. The angry elephant picked up the whole tree and began to shake it. The parrot could not sit on that tree anymore. He flew away. “Ha ha ha, go! Go fly away. Now you see what I can do? You are so weak in front of me”. The proud elephant then walked away. Like always, he went to the river to drink water.

Just beside the river,there lived an ant in a small ant hill. Every day the ant would collect food and every day the elephant would bother the ant. Today was no different. As the elephant was drinking water, he saw the ant. “you, tiny ant! Where are you taking the food?” ask the elephant. “I have to take this back to my house, it will start raining soon. I have to stay prepared and collect a ot of food” answer the ant. “Ha ha ha, I see!” said the elephant. The elephant then drew water in his big trunk and sprayed it on the ant. The water spoiled her food and the ant now completely wet. “Ha ha ha” the elephant laugh to the ant. “laugh all you want, elephant. I will teach you a lesson someday”. Curse the ant. “Oh, I am so scared. A tiny ant wants to teach me a lesson. Go away! I might crush you under my feet. Go back to you tiny house” asked the elephant. The ant was very angry at the elephant and his pride. She swore she will soon teach him a lesson. “I will have to do something about this elephant. He can’t keep troubling everyone like that” thought the ant.

The next day, as the ant stepped out to collect more food, she saw that the elephant was sleeping. She immediately came up with a plan. She quietly walked near him and slipped inside his trunk. Once inside, she began to bite him. She kept biting the elephant until he woke up and started screaming in pain. “my trunk hurt so bad, who is inside? Get out of there! It’s hurt so bad” moaned the elephant. The ant heard him screaming and kept biting. The elephant was now in a lot of pain and He began to cry “somebody please help me...please! Who is inside my trunk? Get out!” the elephant screaming in the pain. The ant heard the elephant’s cries and came out of his trunk. The elephant was shocked to see the tiny ant. He was so afraid that the ant would bite him again. Then, he knelt down and began to

apologize “please forgive me! I will never trouble you again”. Elephant understood his mistake, he left from there and he never troubled anybody after that day. “He he he, now you see...nobody is big or small. We all are capable in our own ways. Don’t be proud of your skill, use it to help other.” Said the ant.

TREATMENT 2

The Selfish Giant

There was once a giant who wasn’t nice at all. He went away to visit a friend and didn’t come back for 7 years. While he was away, children come to play in the giant’s lovely garden. They were happy and forgot all about him. The the giant come back, “what are you doing?” he bellowed, and all the children ran away. So the giant built a tall wall, and put up a notice, warning the children to keep out. At first, the giant was pleased. Then he noticed that no birds come and sang in his gardens any more. And worse, it was always winter. The giant became sad.

Then, one morning the song of bird woke the giant. He looked out and saw that the children come back. They had crept through a hole in the wall and now the gardens were full of flowers and birds. The giant tore down the wall and promised never to be selfish again.

TREATMENT 3

Diamonds and Toads

There was once a widow with two daughters. The younger one was a good natured girl who always had smile on her face. The older girl was bad tempered and greedy like her mother, and they were they always mean to younger girl. One day, they sent her to the well to get water. There she met an old woman who asked her for a drink. “Of course,” said the girl. Then the woman revealed herself to be a fairy, and in return bestowed a secret gift upon the girl.

When the girl got back home, she was scolded for being late. And when she opened her mouth to explain, out fell flowers and diamonds and all sorts of precious jewels, for this was her gift. “quick, go to the well too” said the mother to her older daughter. The daughter went and met a young woman who asked her for some water. But the greedy girl refused. When the grumpy daughter returned home and opened her mouth to complain, to everyone’s horror, out dropped toads and lizards and snakes.

The younger sister was thrown out of the house. But she was rescued by a prince, and when he saw how beautiful she was and what valuable things fell out of her mouth, he asked her to marry him. But no one wanted to be near the older sister. She lived alone for the rest of her life.

TREATMENT 4

The fly who forgot his own name

Long ago, there lived a fly who was kind, diligent, and liked to help others. One day, in the vicinity of the fly’s residence, a festival was being held. The fly was happy to help the activity. But because he was too busy helping festival activities, he forgot his own name. then the fly decided to ask an old woman who was sitting under the tree. ‘sorry mom, do you know my name?’ ask the fly. But the mother did not know it, even told her to ask a boy, who was not far from where the mother was standing.

The fly flew and approached the boy in question. Then asked again, the same question which was answered with a shake, as a sign that the boy did not know the name of the fly. The boy even suggested asking the axe he was carrying. Again, as before, the axe held by the boy did not even know the name of the fly. The animal again ask the people around it, if anyone knew what his own name was. But still no one knows. Until the fly meets a horse, and asks again. “Hey horse, do you know what my name is?” as before, the answer was no, but this

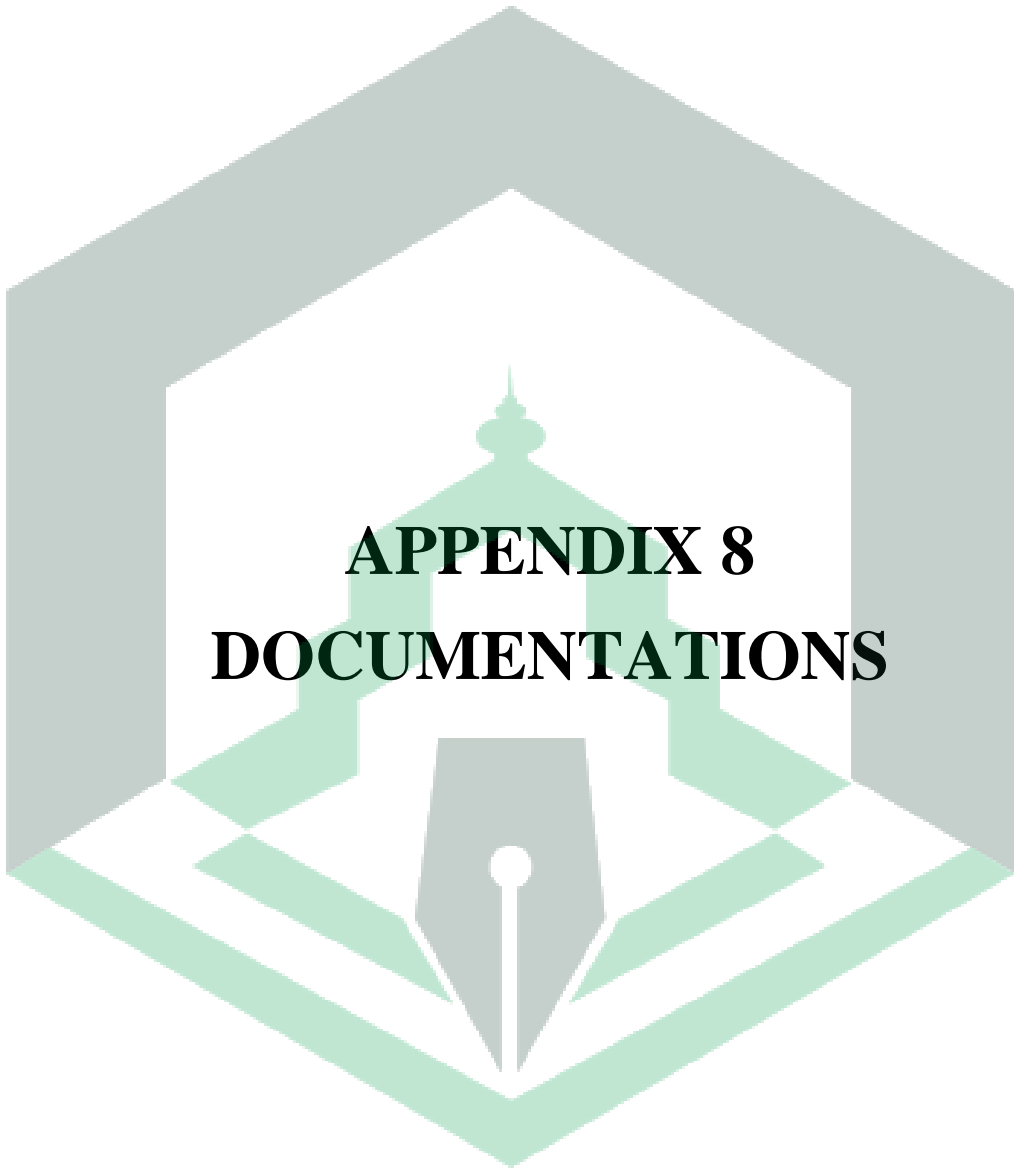
time, the horse suggested asking the baby nearby. “hey little baby, do you know my name?” asked the fly, tired of asking question. This time the little baby answered with “fl...fl...fl...” before the baby had time to finish his sentence, it turned out that the fly now remembered his again. “oh yeah, you baby, I’am a fly. Thanks for reminding me of my own name.” then the fly returned help the festival activities and went home as soon as the event was over. The fly was happy, because he managed to remember his name again.

TREATMENT 5

Small animals and big animals

One day, in the middle of the forest, a football competition was being held. In the game, they are divided into 2 camps, namely large animal and small animal. In the first round, the match was won by a large group of animals. Of course this makes the large animals feel happy. But in the second half, the game was won by a group of small animals.

This time who managed the score is, millipede. Until finally in the las round, the group of small animals that won the match. This incident also makes all the animals wonder, why is it like that. Exactly the squirrel asked, on the millipede. “in the first half, where were you. Why don’t you join the game?”. Hearing this words, the millipede then replied “sorry, I’m late, I was up very early, but still not enough time. I have to put shoes on my feet which are very numerous.” The squirrel who hear these words could only smile.



APPENDIX 8
DOCUMENTATIONS



Students' Pretest



Treatment 1



Treatment 2



Treatment 3



Treatment 4



Treatment 5



Student's Post-test

