

**TEACHING LISTENING BY USING DICTOGLOSS TECHNIQUE OF THE 9TH
GRADE STUDENTS AT SMP NEGERI 6 PALEMBANG**

THESIS

BY:

CARISSA ZALFA ANDINI

NIM: 372019017



ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PALEMBANG

MARET 2023

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THESIS

Presented to

Universitas Muhammadiyah Palembang

In Partial Fulfilment of the Requirement

For the degree of Sarjana in English Language Education

By

CARISSA ZALFA ANDINI

NIM 372019017

ENGLISH EDUCATION STUDY PROGRAM

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UNIVERSITAS MUHAMMADIYAH PALEMBANG

MARET 2023

This thesis written by Carissa Zalfa Andini has been certified to be examined

Palembang, March 27th 2023

Advisor I,

A handwritten signature in black ink, appearing to read 'Asti Gumartifa'.

Asti Gumartifa, S.Pd., M.Pd.

Palembang, March 27th 2023

Advisor II,

A handwritten signature in black ink, appearing to read 'Dita Adawiyah'.

Dita Adawiyah, S.Pd., M.Pd.

This is to certify that Sarjana's thesis of Carissa Zalfa Andini has been approved by the Board of examiners as the requirement for the Sarjana Degree in English Education Study Program, Universitas Muhammadiyah Palembang.



Asti Gumartifa, S.Pd., M.Pd. (Chairperson)



Dita Adawiyah, S.Pd., M.Pd. (Member)



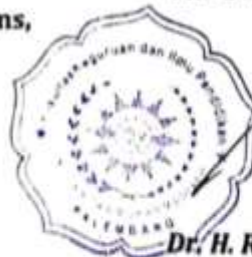
Sri Yuliani, S.Pd., M.Pd (Member)

**Acknowledged by
The Head of
English Education Study Programs,**



Asti Gumartifa, S.Pd., M.Pd.

**Approved by
The Dean of FKIP UMP**



Dr. H. Rusdy A. Siroj, M.Pd.

Surat Pernyataan Keaslian Karya

Saya yang bertanda tangan dibawah ini:

Nama : Carissa Zalfa Andini
NIM : 372019017
Program Studi : Pendidikan Bahasa Inggris
Telp/hp : 083179421630

Menyatakan bahwa skripsi berjudul:

Teaching Listening by Using Dictogloss Technique of the 9th Grade Students at SMP Negeri 6 Palembang, beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 15 Maret 2023

Yang menyatakan,


729AKCC00848145
Carissa Zalfa Andini
NIM. 372019017

MOTTO AND DEDICATION

Motto: Write your dreams on the paper and it will be come true someday.

Dedication:

1. I would like to say thank you to my beloved parents, Mr. Andrian and Mrs. Yuliati. Thank you for your motivation and your support to completed my thesis, without you both I would be nothing today.
2. I would like to say thank you to my little sister and my brother, for the best human being and always support me to do my best.
3. For my favorite human, M. Raka Anggara. Thank you for being so kind and always be by my side, thank you for being a part of my journey to finish my thesis.
4. For my sweetest best friends, Sausan Qhatrunnada and Shely Yolanda. Thank you for always help me in ups and downs situation. I can't even describe how grateful I am to have you guys.
5. For my greatest advisor, Asti Gumartifa, S. Pd., M. Pd. And Dita Adawiyah, S. Pd., M. Pd. Thank you for always leading me and teach me.
6. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this work. I wanna thank me for having no days off. I wanna thank me for never quitting.

ABSTRACT

Andini, Zalfa, Carissa, 2023 *Teaching Listening by Using Dictogloss Technique of the 9th Grade Students at SMP Negeri 6 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Asti Gumartifa, S.Pd., M.Pd. (2) Dita Adawiyah, S.Pd., M.Pd.

Keywords: *Teaching, Listening, Dictogloss Technique.*

The objective of this research was to find out whether teaching listening using Dictogloss technique in listening skill significant or not. The method used in this research was quasi experimental method. The population of this research was all the 9th grade students of SMP Negeri 6 Palembang. The total number of population was 339 students. The samples took out were 64 students from 339 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching listening by using Dictogloss technique on listening skill help students in understanding listening. The mean in posttest of experimental group was 86.25, it was higher than the mean posttest of the control group which was 73.44. The result of T-Test obtained significance (sig. 2 tailed) was 0.000, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students' skills in listening taught using Dictogloss technique than those who are not.

ACKNOWLEDGMENTS



“In the Name of Allah the Most Gracious and the Most Merciful”

All praises to Allah Subhanahu Wa Ta’ala for Mercy and Guidance till the researcher can finish this thesis on time. This thesis entitled *“Teaching Listening by Using Dictogloss Technique of the 9th Grade Students at SMP Negeri 6 Palembang”* which is one of the requirements for the Sarjana Degree examination at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang 2023. The researcher would like to express her sincerest and deepest gratitude to theses following people:

1. Dr. Abid Djazuli, S.E., M.M., as Rector Universitas Muhammadiyah Palembang who permitted the researcher to conduct the study.
2. Dr. H. Rusdy A. Siroj, M.Pd as Dean of Teacher Training and Education Faculty of Muhammadiyah University for giving the researcher his permission and facilitating this study.
3. Asti Gumartifa, S.Pd., M.Pd. as Head of English Education Study Program.
4. Asti Gumartifa, S.Pd., M.Pd. as advisor I, Dita Adawiyah, S.Pd., M.Pd. as advisor II. Thank you so much for your guidance, advice, help, suggestion, correction, and encouragement which the researcher finds very helpful so that the researcher could finish this thesis well.
5. Ahmad Marhan, S.Pd., M.Si as headmaster at SMP Negeri 6 Palembang and Mutiana, S.Pd as a English Teacher at SMP Negeri 6 Palembang. Thank you for helping the researcher to do the thesis.

6. All the lecturers of the English Education Study Program in Universitas Muhammadiyah Palembang, who have taught, guided and helped the research during his study in this university.

The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice. Last but not least, he hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, March 17th 2023

The researcher,

Carissa Zalfa Andini

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CHAPTER I

INTRODUCTION

This chapter presents (1) Background of the Research, (2) Problem of the Research, (3) Objective of the Research, (4) Significance of the Research, (5) Hypotheses of the Research

A. Background of the Research

Listening ability is a crucial skill for students learning English as a foreign language. Students in the category of high listening comprehension will be able to communicate effectively and prevent misunderstandings (Hadi, 2019). Along with speaking, listening becomes increasingly crucial in communication. According to Aminatun, Mulyah & Haryanti (2021, p. 263) listening is thus fundamental to speaking skill. Yildirim & Yildirim (2016, p. 2097) state that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together.

Among the four key skills in English writing, speaking, reading and listening the ability to listen well, is very important because it can help improve other skills significantly (Darti & Asmawati, 2017). If students want to communicate effectively, English as a Foreign Language (EFL) students need to listen to the language daily (Darti & Asmawati, 2017). Listening is the most frequently used language skill in everyday life. According to Asrobi & Amni (2017, p. 62) to master speaking and writing, listening comes as the bridge of the productive skills because listening is the activity to get information which is has an important role to understand foreign language and as an input to learn speaking. Based on the explanation above, it can be concluded that listening ability is the important skill that be mastered. Students in learning listening skill can increase the other ability such as writing, speaking, and reading.

Hamouda (2013) explain that listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input (p. 114). Gilakjani & Ahmadi (2011, p. 978) explain that listening has an important role in the communication process. According to Gilakjani & Sabouri (2011, p. 123) out the four main areas of communication skills called listening, speaking, reading, and writing, listening is the most important of all.

In Addition Hamouda (2013) state that EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many course books and teachers don't consider these skills in their classes (p. 114). To increase students' listening skill, the researcher proposed to used Dictogloss as an alternative technique.

Vasiljevic (2010) mention in the dictation activity known as Dictogloss, students pay attention to a voice, create a list of keywords, and then combine them to produce a text. Preparation, dictation, reconstruction and analysis, and correction are the four fundamental stages of the original dictogloss (p. 41). Using dictogloss is not only about the students' listening ability improved, but also other language skills, like speaking and writing will be developed because dictogloss enables the cooperation among learners (Aminatun et al., 2021, p. 264).

When it comes to teaching listening, Dictogloss allows teachers to shift their attention from measuring how much has been learned to assisting students in learning (Prince, 2013). Minh & Lan (2021) explain Dictogloss can be described as a special dictation exercise in which students listen to a short text and write down key phrases, which are then used as a foundation for reconstruction (p. 89). In this research, the researcher only focused to know the effect of dictogloss technique on listening comprehension.

Based on the researcher's interview and observation at SMP Negeri 6 it showed that the students' faced multiple challenges with their listening skills. First, when students used the audio while learning, they did not understand

clearly. Students also did not understand what the speaker was saying. Furthermore, Yagang (2016) said messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like (p. 249). In addition, the voice of the speaker also influences students' comprehension. Students who get used to the teacher's voice can easily understand him, but often they cannot understand other people speaking the same language (Hayrapetyan, 2016, p. 210). Second, because listening material was boring to them, students thought that the teacher's method of teaching through listening comprehension was less attractive to them. Third, teachers usually asked students to listen to the audio while completing the task, the teacher just told the students to listen to what the speaker was saying and to fill in the gaps on the task.

To solve that problems the teachers should search a way out to overcome the condition by applying some techniques and strategies to enhance the students' ability in listening. One of them was dictogloss that could be developed by the teacher in the classroom. The dictogloss technique had many benefit for the students. This listening activity could built students' motivation. The students can be trained to work together in a group, so that their sense of togetherness is built, and they could comfortable to do their activity (Asrobi & Amni, 2017, p. 63).

Based on the interviewed students about their listening skills problems, it was possible to conclude that this made students had less interest to participate in the listening section of the teaching and learning process. According to Aminatun, Mulyah & Haryanti (2021, p. 263) someone's success and failure in learning English depends on his or her motivation level. If students had low motivation, this absolutely would bring a serious problem for the students. As the result, they did not had enthusiasm in learning English and it would influence their achievement.

In order to get accurate results about the effect of the dictogloss technique on students' listening comprehension, the researcher choosed the title **“Teaching Listening by Using Dictogloss Technique of the 9th Grade Students at SMP Negeri 6 Palembang”**.

B. Problem of the Research

Based on the background of the research above, the researcher formulated the question as followed: "Was there any significant difference between the students' who were taught by using dictogloss as a technique in teaching listening and the students who were not taught by using dictogloss of the 9th grade students at SMP Negeri 6 Palembang?".

C. Objective of the Research

The objective of the research “was to find out the significant difference between the students' who were taught by using dictogloss as a technique in teaching listening and the students who were not taught by using dictogloss of the 9th grade students at SMP Negeri 6 Palembang.”

D. Significance of the Research

The significance of the research was:

1. The Researcher

This research could help the researcher to enhance the knowledge and to know the effectiveness by using dictogloss as a teaching method.

2. The Teacher

The result of this research was expected to help teachers to easier present their material in listening comprehension by using dictogloss technique.

3. The Students

The results of this research could be used as a reference to improve the ability of students' in listening comprehension about teaching listening using dictogloss.

4. The other researcher

The results of this research could be considered as a reference point for further research on the role of teachers in supporting students' learning.

E. Hypotheses of the Research

The Hypotheses of this research were formulate as followed:

1. H_a (alternative hypotheses): There was a significant different between students' listening skill before and after teaching listening use Dictogloss technique.
2. H_o (Null Hypotheses): There was no significant different between students' listening skill before and after teaching listening use Dictogloss technique.

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