

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' LISTENING COMPREHENSION
BY USING DICTOGLOSS METHOD AT THE ELEVENTH GRADE
OF MA WALISONGO SUKAJADI BUMI RATU NUBAN
CENTRAL LAMPUNG**

**By:
TONI ALFIAN
St. NUMBER. 13108577**



**English Education Department
Tarbiyah and Teacher Training Faculty**

**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H / 2018 M**

**INCREASING THE STUDENTS' LISTENING COMPREHENSION
BY USING DICTOGLOSS METHOD AT ELEVENTH GRADE
OF MA WALISONGO SUKAJADI BUMI RATU NUBAN
CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

**Written By:
TONI ALFIAN
Student Number : 13108577**

**English Education Department
Tarbiyah and Teacher Training Faculty**

**Sponsor : Drs. Umi Yawisah, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum**

**STATE INSTITUTE OF ISLAMIC STUDIES
OF METRO
1439 H / 2018 M**

**INCREASING THE STUDENTS' LISTENING COMPREHENSION
BY USING DICTOGLOSS METHOD AT ELEVENTH GRADE
OF MA WALISONGO SUKAJADI BUMI RATU NUBAN
CENTRAL LAMPUNG**

ABSTRACT

**BY
TONI ALFIAN**

The primary goal of this research is to know whether the use of Dictogloss Method can improve the students' listening comprehension, to upgrade and refine the learners use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts. The researcher found the problem of the students' are uninterested in listening subject and have difficulties to comprehend the audio, identify the topic and main idea of the text.

The method used in this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher conduct in MA Walisongo Sukajadi Bumi Ratu Nuban in the academic year of 2017/2018 which involved 29 students' in class XI B as the subject in this research.

The conclusion of this research is Dictogloss Method can improve the students' listening comprehension at eleventh class of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung especially students' interest in listening learning. Based on the data that there is significant improving on the students' listening comprehension. It is proofed on the students' average score in pre-test and post-test 1 was from 56,20 to 69,31 or improved 13,11 while in post-test 1 and post-test 2 was from 69,31 to 78,62 or improved 9,31. It means that the use of Increasing The Students' Listening Comprehension By Using Dictogloss Method at Eleventh Grade of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung. Listening Comprehension By Using Dictogloss Method at Eleventh Grade of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung.

Keyword : *Listening Comprehension, Dictogloss Method*

**MENINGKATKAN PEMAHAMAN MENDENGARKAN SISWA DENGAN
MENGUNAKAN MOTODE DICTOGLOSS PADA SISWA KELAS X
MA WALISONGO SUKAJADI BUMI RATU NUBAN
CENTRAL LAMPUNG**

ABSTRAK

**OLEH
TONI ALFIAN**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan metode dictogloss dapat meningkatkan pemahaman mendengarkan siswa, serta meningkatkan dan memahami penggunaan bahasa yang digunakan oleh siswa melalui analisis pemahaman pemilihan bahasa yang diperkirakan oleh siswa dalam text. Peneliti menemukan permasalahan yang dihadapi siswa yaitu adalah kurangnya minat atau ketertarikan siswa terhadap materi mendengarkan, dan kesulitan untuk memahami audio, serta kesulitan mengidentifikasi topic dan ide pokok.

Penelitian ini merupakan penelitian tindakan kelas. Data yang digunakan adalah metode dokumentasi, observasi, catatan lapangan, wawancara, serta tes. Penelitian ini dilakukan di MA Walisongo Sukajadi Bumi Ratu Nuban yang melibatkan 29 siswa kelas XI sebagai subjek dari penelitian ini.

Kesimpulan penelitian ini adalah metode dictogloss dapat meningkatkan pemahaman mendengarkan siswa Kelas XI MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung khususnya ketertarikan siswa dalam pembelajaran listening. Akhirnya data menunjukkan bahwa ada peningkatan yang signifikan terhadap pemahaman listening siswa. Hal itu dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test 1 yaitu 56,20 menjadi 69,31 atau meningkat 13,11 sedangkan pada post-test 1 dan post-test 2 yaitu dari 69,31 menjadi 78,62 atau meningkat 9,31. Itu berarti penggunaan metode dictogloss dapat meningkatkan kemampuan membaca siswa pada kelas XI MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung.

Keyword : *Listening Comprehension, Dictogloss Method*



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : INCREASING THE STUDENTS' LISTENING COMPREHENSION BY
USING DICTOGLOSS METHOD AT THE ELEVENTH GRADE OF
MA WALISONGO SUKAJADI BUMI RATU NUBAN CENTRAL
LAMPUNG

Name : Toni Alfian
Students Number : 13108577
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (Seminar) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Sponsor

Metro, 17 Oktober 2017
Co-sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon diseminarkan Proposal**
Saudari Toni Alfian

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Name : Toni Alfian

Students Number : 13108577

Judul Proposal : INCREASING THE STUDENTS' LISTENING COMPREHENSION BY
USING DICTOGLOSS METHOD AT THE ELEVENTH GRADE OF
MA WALISONGO SUKAJADI BUMI RATU NUBAN CENTRAL
LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Dosen Pembimbing I,

Dra. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001

Metro, 17 Oktober 2017

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Seminar
Of Toni Alfian**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Toni Alfian
Students Number : 13108577
Title : INCREASING THE STUDENTS' LISTENING COMPREHENSION BY
USING DICTOGLOSS METHOD AT THE ELEVENTH GRADE OF
MA WALISONGO SUKAJADI BUMI RATU NUBAN CENTRAL
LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, 17 Oktober 2017
Co-sponsor

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro 34111
Telp (0725)41507; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah iain@metrouniv.ac.id

RATIFICATION PAGE

No. 2464/11.23.1/D/PR00-9/07/2018

An undergraduate thesis entitled : INCREASING THE STUDENTS' LISTENING COMPREHENSION BY USING DICTOGLQSS METHOD AT THE ELEVENTH GRADE OF MA WALISONGO SUKAJADI BUMI RATU NUBAN CENTRAL LAMPUNG, Written by TONI ALFIAN student number. 13108577, English Education Departement, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 06, 2018 at 10.00-12.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum

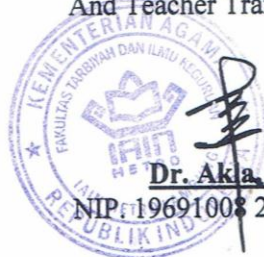
Examiner I : Ahmad Subhan Roza, M.Pd

Examiner : Syahreni Siregar, M.Hum

Secretary : Ani Meitikasari, M.Pd



The Decan of Tarbiyah
And Teacher Training Faculty



Dr. Aka, M.Pd

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Toni Alfian

St. Number : 13108577

Faculty : TarbiyahAnd Teacher Training Faculty

Department : English Education Department

States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, , 2018



ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Toni Alfian

NPM : 13108577

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, , 2018



TONI ALFIAN
NPM. 13108577

MOTTO

وَالسَّلَامُ عَلَيَّ يَوْمَ وُلِدْتُ وَيَوْمَ أَمُوتُ وَيَوْمَ أُبْعَثُ حَيًّا ﴿٣٣﴾

Artinya: “*dan Kesejahteraan semoga dilimpahkan kepadaKu, pada hari aku dilahirkan, pada hari aku meninggal dan pada hari aku dibangkitkan hidup kembali.*”(QS. Maryam: 33)

DEDICATION

This Undergraduate Thesis is dedicated for:

1. My beloved parents (Mr. Sabarudin and Mrs. Muntamah) who keep on praying and supporting me. I love you so much.
2. My beloved advisors and lecturers who give guidance and constructive idea.
3. My beloved the Head of English Education Department, Mr. Ahmad Subhan Roza, M.Pd
4. My beloved brother and sisters Dodi Irawan, , Zulita Fatmawati And Rakenzio Nazriel Irawan who always support me both moral and financial.
5. His Almamater, The State Institute For Islamic Of Metro Lampung.
6. His beloved Bolokurowo. There are Ahmad Fuad Shidiq, Dhoni Aditya, Dwi Rizal Aziz, Febri Sursam Putra, Kevin Pradhana Putra, and Rian Febrianto.
7. My beloved Friends in IAIN, who had given in spirit to finish my script

ACKNOWLEDGEMENT

Praise only to Allah SWT, the Lord and inspiration of life that the researcher finally could complete this thesis entitled Increasing the students' listening comprehension in Descriptive Text By Using Dictogloss Method at Eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah,. Realizing that this thesis would not be able take accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledge his gratitude. His deepest gratitude would be addressed to :

1. Prof. Dr. Hj. Enizar, M.Ag as the Rector of State Institute For Islamic of Metro Lampung.
2. Dr. Hj. Akla, M.Pd as the Dekan of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd as the Head of English Education Department
4. Mrs. Umi Yawisah, M.Hum and Mrs. Syhreni Siregar, M.Hum as the sponsor and co-sponsor who has given the researcher a lot of suggestions, comments, and ideas in completeness this undergraduate thesis.
5. Lecturers and Administration Staff of The State Institute For Islamic of Metro Lampung.
6. Komari, S.Sos as the English Teacher in MA Walisongo Sukajadi Bumi Ratu Nuban and Teachers, Staff, and Student of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung.

7. All Classmates in English Education Department, 2013 and everyone for praying attention, help, and invaluable support and for names are not stated. Opinion and Suggestion toward the improvement of this paper are greatly appreciated.

Metro, , 2018
Researcher



TONI ALFIAN
St. N. 13108577

TABLE OF CONTENTS

COVER	i
TITLE PAGE.....	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL PAGE	v
NOTA DINAS	vi
NOTIFICATION LETTER.....	vii
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY.....	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xv
LIST OF THE TABLES	xviii
LIST OF FIGURE	xix
LIST OF GRAPHS.....	xx
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Identification.....	6
C. Problem Limitation	7
D. Problem formulation	7
E. Benefit of Research	7
1. For Teacher	7
2. For Students	7
3. For Other Researcher	8
CHAPTER II THEORETICAL REVIEW	9
A. The Concept of Listening Comprehension	9
1. Definition of Listening	9
2. Definition of Listening Comprehension.....	10
3. The difficulties of Listening Comprehension.....	11
4. Teaching Learning Activities.....	13

5. Listening Process.....	16
6. Strategies of Listening Comprehension	16
7. Testing of Listening Comprehension.	17
8. Component of listening.....	19
B. The Concept of Dictogloss Method.....	21
1. Definition of Dictogloss method.....	21
2. Variations of Dictogloss	23
3. The Aims of Dictogloss Method	25
4. The Original of Dictogloss Procedure.....	26
5. The Stages in the Procedure of Dictogloss Method	26
6. The Advantages and disadvantages of Dictogloss Method.....	27
7. Action hypothesis	28
CHAPTER III. RESEARCH METHOD	29
A. The Operational Definition of Variables.....	29
1. Independent Variable.....	29
2. Dependent Variable	28
B. Research Setting	30
C. Subject and Object of Research.....	31
D. Action Plan	31
E. Data Collection Method	35
F. Data Analysis Method	37
G. Indicator of Succes	38
CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION.....	39
A. Description Of The Research Location.....	39
B. Description Of Finding	45
1. Action and Learning at Pre-test.....	45
2. Cycle 1	47
3. Cycle 2	54
C. Interpretation	60
1. Action and learning Result in Cycle 1	60
2. Action and learning Result in Cycle 2	62
3. The Result of The Research.....	64

CHAPTER V. CONCLUSION AND SUGGESTION	66
A. Conclusion.....	66
B. Suggestion	67

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

No.	Tables	Pages
1. Table 1	The the listening score of eleventh class	3
2. Table 2	The the result of the Students pre-survey score	5
3. Table 3	The the subject of the research	31
4. Table 4	The number of Ma Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah	41
5. Table 5	The students score at pre-test	46
6. Table 6	The Students score in post-test 1	52
7. Table 7	The result of the Students learning activities in cycle 1	53
8. Table 8	The Students score in post-test 2	57
9. Table 9	The result of the Students learning activities in cycle 2	58
10. Table 10	Table of the result score of the Students pre-test and post-test1	60
11. Table 11	Table of the result score of the Students post-test 1 and post-test	62
12. Table 12	The result of the Students participation	65

LIST OF FIGURE

No.	Figures	Pages
1. Figure 1	The classroom action research design	32

CHAPTER I

INTRODUCTION

A. Background of study

Theoretically, English has been taught in all levels of Indonesian educational units, recently from kindergarten , elementary school, junior high school, senior high school up to university.

Hence here are four language skills that should be mastered by the students, they are listening, speaking, reading and writing. Among these four skills, listening is difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar.

Therefore listening is important for the students because listening gives them more knowledge from what they have heard. listening is one of important language skills, because more than 45% of communicating time is spent listening, which clearly shows how important this skill is in overall language ability. The students who have good skill in listening will be easy to get information, knowledge, and idea from sources they heard. But, so far, the students still find difficulties to improve their listening because they seldom do the listening activity at school and material for listening is not interesting for them. If They have difficulty in listening process it will make their listening competence is low.

In fact there are some factors that influence the students in mastering English, especially in listening comprehension. They are internal and external factors. The internal factors come from students themselves such as

knowledge and motivation. If the students' knowledge of English is poor, it will impact toward their achievement especially in listening skill. In addition, many students have low motivation in listening. Most of the students are uninterested in listening a lot of audio and bored, whereas they also lack of material reference of listening, such as videos, film and song and these are one of obstacles which have been faced by the English teachers.

Meanwhile the external factors come from their friends in class. Most of the students feel comfortable to ask anything to their friends than their teacher in class, But sometimes the students mingle with their closest friends only. If the students only ask to their closest friend, This will put the students into limited scope of knowledge. The students should be given an interesting listening audio materials, motivation, and chance to study together in improving listening. The teachers have the important role to encourage students' awareness in listening. They should be able to apply an appropriate method in the teaching and learning to make the students interested in their learning and finally they easily master the listening comprehension.

Moreover there are many method to teach and increase listening comprehension in senior high school. The writer chooses one of method, It is Dictogloss method. Dictogloss method is as a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the 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 cooperate with

their friends. Therefore, the researcher proposes Dictogloss as an alternative method.

Pre survey had done on August 28, 2017 of the eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung.

Table 1
The data of The Pre – survey score at Eleventh Graders B
of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

No	Students' Initial	Score	Explanation
1	ARNB	70	Good
2	AS	80	Excellent
3	AEA	30	Poor
4	AMD	30	Poor
5	ANY	70	Good
6	AL	60	Fair
7	BA	40	Poor
8	DL	70	Good
9	DG	50	Poor
10	DP	40	Poor
11	EP	10	Poor
12	FDS	60	Fair
13	FEAS	90	Excellent
14	HIAF	50	Poor
15	HS	30	Poor
16	IL	80	Excellent
17	IWTS	50	Poor
18	JF	40	Poor
19	KNRR	50	Poor
20	MYNB	40	Poor
21	M	70	Good
22	MI	30	Poor
23	MRF	70	Good
24	NS	30	Poor
25	RAP	20	Poor
26	RE	40	Poor
27	RA	50	Poor
28	RA	80	Excellent
29	S	60	Fair
	TOTAL	1460	
	Average	50,34	

Source : The result of pre-test on August, 28rd 2017

Based on the data above, the researcher will divided the score into two categories, such as : failed and pass. The table of two categories as follow :

Table 2
The Result of The Students' Pre-Survey Score
at The Eleventh Grade B of MA Walisongo Sukajadi Bumi Ratu Nuban Central
Lampung

No	Range	Frequency	Percentage	Category
1.	≤ 75	25	86,21%	Failed
2.	≥ 75	4	13,79%	Pass
Total		29	100%	

Based on the result above, there is a proof that most of the students have low score in listening comprehension. The data pre-survey showed that 25students failed category and 4 students pass category. The grade minimum requirement for English is 75. It means that the students' listening comprehension at the eleventh grade B ofMA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung is still low because many students get score less than 75.

From the problem above, it is necessary for teacher help to improve the students' comprehension in listening, it needs an appropriate method to help them to solve their problems. Actually, there are many methodthat can help students to improve their listening comprehension. It is somehow difficult to improve students' listening comprehension in senior high school efficiently.

Dictogloss as a multiple skill and system activity consists of listening, writing, and speaking and relies on students' knowledge of semantic, syntactic, and pragmatic systems of the target language to complete the task

with focus on grammatical competence. Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives.

According to the problem by the students, the researcher considers that Dictogloss method is one of the ways to teaching listening comprehension. This method hopefully can make the students have more motivation to learn, and comprehend in listening.

Based on the description above, the researcher would like to conduct a research entitled Increasing the Students' Listening Comprehension by Using Dictogloss Method at Eleventh grade of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

B. Problem Identification

Based on the research background, the writer identified some problems of the statement as follows:

1. The students are uninterested in listening material
2. Student have difficulties to identify the topic, and main idea
3. The students have lack motivation in learning English especially to comprehend the audio.

C. Problem Limitation

From the explanation above, the reseacher limits the scope of the research on student have difficulties to identify the topic and idea so the

researcher focus on “ Increasing The Students’ Listening Comprehension By Using Dictogloss Method at The Eleventh Grade of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung”.

D. Problem Formulation

Based on the explanation in the problem limitation , the writer formulates the problem on :“Can Dictogloss Method in crease the students’ listening comprehension of the eleventh grade students of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung?”

E. The Benefits of the Research

The benefits of the research as follow:

1. For the teacher

This study is expected to help the teacher applies Dictogloss in the process of teaching and learning.

2. For the students

It is expected to give a solution to comprehenda listening materials, so they have more spirit in studying English. And the result of this research helpthe students to express their opinion, and students easily master of listening.

3. For the school

This research also hoped to contribute to the Senior High School students to enlarge their knowledge.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening Comprehension

1. The Definition of Listening

Listening is natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.¹

In addition, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.² Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.³

Based on theoretical above, it is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

¹I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), p. 37

² Abbas Pourhossein Gilakjani, "A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement" *Journal of Language Teaching and Research*, (Finland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978

³Vandergrift Larry and C. M.Goh Christine, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York, Routledge, 2012), p.4

2. Listening Comprehension

Listening as comprehension is the traditional way of thinking about the nature of listening.⁴ Comprehension is correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see 'intension' used for both the composite and the primitive ideas, It illustrated that comprehension is the process to understand something.

While Mendelsohn defines that listening comprehension as the ability to understand the spoken language of native speakers.⁵ Listening comprehension is a process, a very complex process and if we want to measure it, we must first understand how that process work.⁶

In addition listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.⁷

Based on definition above can be note that listening comprehension is the comprehension from the listening activity such as the word, sentences and meaning.

⁴ Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge University Press, 2008), p.3

⁵ Abbas Pourhossein Gilakjani, *A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement*, p.978

⁶ G. Buck, *Assesing Listening*, (New York: Cambridge University Press, 2001), p.1

⁷ Abbas Pourhossein Gilakjani, *A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement*, p.978

3. The Difficulties of Listening

Brown stated that students must give special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to.⁸ In other words, they can make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

a. Clustering

Because of in spoken language the memory limitations and our predisposition for “chunking” or clustering we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of word.

b. Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this but with some training, they can learn to take advantage of it as well as other makes that provide more processing.

c. Reduce Forms

Reduce can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (constructions like “I’ll”) syntactic (elliptical forms like “when will you be back? “Tomorrow maybe”), or pragmatic (phone

⁸ Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), Second Edition, p.252

rings in a house, child answer and yells to another room, “Mom! Phone!”)

d. Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

e. Colloquial Language

Learners who have been exposed to standard written English or “text book” language sometimes find it surprising and difficult to deal with colloquial language idioms, Slang, reduced form and shared cultural knowledge are all manifested at some point in conversations and colloquialisms appear in both monologues and dialogues.

f. Rate of Delivery

Initially the students think that the native speakers speak too fast but actually the number of and length of pauses used by speakers is more crucial to comprehension than sheer speech. Students will eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

g. Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mouthfuls of syllables come spilling out between stress interpreting straightforward elements

such as questions , statements, and emphasis but for understanding more subtle messages.

h. Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process of comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspects which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

4. Teaching Learning Activities

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.⁹

a. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got.

⁹Gilakjani, Abbas Pourhossein. “ *A Study of factor Affecting EFL Learners’ English Listening Comprehension and the Strategies for improvement*. 20011. Vol. 2 No. 5. p.982

The teacher could follow with a listening comprehension activity; such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of controlled practice activity could be a drill activity that models the same structure or vocabulary.

b. While-listening Activities

Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgements based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text. While listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus the students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. Listening comprehension should begin with what students already know so that

they can build on their existing knowledge and skills with activities designed on the same principle.

c. Post-listening Activities

Post listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking. As well, post listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels.

Different comprehension questions can be assigned for students to discuss after listening. Students then swap information to complete the whole class chart, correlating what each student has heard to arrive at the big picture. If there are any questions that remain unanswered during the first or second listening, and after the information swap activity, the whole class can listen to the tape again. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answer straight way.

5. Listening Process

Speech-processing theory distinguishes between two types of processing in both listening and reading comprehension.¹⁰ Bottom-up processing proceeds from sound to words to grammatical relationship to lexical meaning. Top-down processing is evoked from “a bank of prior knowledge and global expectations” and other background information that the listener brings to the text.

Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning with global understanding and with the interpretation of a text.

6. Strategies of Listening Comprehension

A second way in which students can become aware of how to develop better listening habits is by the integration of listening strategies into language lessons.¹¹ From a think-aloud procedure (a technique in which learners are asked to record their thoughts or strategies as they perform a language task), with learners listening to various texts in a second language, produced a summary of listening strategies.

The researcher concludes that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling and manipulating certain

¹⁰ Brown, H. Douglas, *Teaching by Principles: Second Edition*, p.260

¹¹ Flowerdew Jhon and Linsay Miller, *Second Language Listening :Theory and practice.* (Cambridge University press, 2005), p.72

information. Strategy is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. There are three main types of strategies:¹²

a. Meta-cognitive

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. The meta-cognitive strategy was a kind of self-regulated learning. Included the attempt to assessing the situation, monitoring, self-evaluating, self-testing plan,

b. Cognitive

Cognitive strategies mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.

7. Testing Listening Comprehension

Nation and Jonathan State that this section and the following one contain descriptions of a wide variety of listening test procedures.¹³ Those are ;

a. Dictation

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency.

¹²Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*. P. 11

¹³I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. P. 170

b. Partial Dictation

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

c. Text with Questions

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

d. Responding to Statements

The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

e. Three Choice True-false

Instead of responding to statements with just true or false, three categories of response are allowed true, false.

f. Recorded Cloze

The learners listen to a tape recording where every 15th word has been replaced by a “bleep” sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

g. Information Transfer

The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

8. Components of Listening

Listening comprises of some key components they are:¹⁴

- a. Discriminating between sounds
- b. Recognizing words and understanding their meaning
- c. Identifying grammatical groupings of words
- d. Identifying expressions and sets of utterances that act to create meaning
- e. Using background knowledge to predict and to confirm meaning and recalling important words and ideas.

From explanation above the researcher conclude that there are many component to influence listening comprehension score, and the researcher choose some keys to determine of listening score.

Tabel 3
Aspect of The Assessment of Listening Comprehension

No	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical groupings of words	20
4	Identifying expressions and sets of utterances that act to create meaning	20
5	Using background knowledge to predict and to confirm meaning and recalling important words and ideas	20
	Jumlah	100

Source: Babita Tyagi, *An Important Skill and Its Various Aspects*

¹⁴BabitaTyagi, *An Important Skill and its Various Aspect*, An International Journal An English. ISSN 0976-8165, p. 1

B. The Concept of Dictogloss Method

1. The Definition of Dictogloss Method

Dictogloss as a multiple skill and system activity consists of listening, writing, and speaking and relies on students' knowledge of semantic, syntactic, and pragmatic systems of the target language to complete the task with focus on grammatical competence. Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives.¹⁵

In addition dictogloss is an interactive method which promotes cooperative learning and can assist in the development of both the teacher and students' listening comprehension.¹⁶ Unlike in the traditional method of dictation, in dictogloss only the gist of the text is expected to be produced by the students. Dictogloss is an interactive teaching method using dictation activity where learners listen to a passage, note down keywords and then work together to create a reconstructed version of the text.¹⁷

Meanwhile Based on British Council website, the definition of dictogloss is a classroom dictation activity where learners are required to

¹⁵Ruth Wajnryb. *Resource Book for Teacher*. (Oxford University Press, New York. 1990), p. 5

¹⁶Ramlatu Jibir-Daura. *Using Dictogloss As An Interactive Method of Teaching Listening Comprehension*. (Australian International Academic Center, Australia. Vol. 4 No. 2; July 2013), p. 112

¹⁷*Ibid*; p.113

reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

In addition according to expert collaboration Jacob & Small, Nunan, and Warjnb, Dictogloss is one way in which the use of authentic digitized material can effectively improve second language learner's audio comprehension ability.¹⁸ Dictogloss also offers a unique blending of teaching listening comprehension and the assessment of students' listening ability. Traditional test formats such as true or false items, multiple choice or open-ended questions are often not sensitive enough to capture the specific problems that learners may have at different levels of the meaning comprehension process. According to Vasiljevic investigated the dictogloss as an interactive method of teaching listening comprehension to L2 learners.

In fact dictogloss represents a major shift from traditional dictation.¹⁹ When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners. It revealed that the procedure of dictogloss method entails both language decoding (dictation) and its encoding (reconstruction) and, as a result, enhances both students' listening and communication skills.

¹⁸ Mark J Waltermire. *Dialogue on language Instruction*. (European and Latin American School. 2008) Vol. 19. Nos. 1&2, p. 4

¹⁹ George Jacob. *Combining dictogloss and cooperative learning to promote language*. The Reading Matrix Vol.3. No.1, April 2003, p. 2

Hence dictogloss pushes learners to produce a meaningful and accurate text and to reflect on their own choices. He added that this task provides students with a sense of achievement and personal accountability and encourages them to think about the process of language learning and how to approach it more effectively.

2. Variations of Dictogloss

There are some variation of dictogloss, such as :²⁰

a. Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level

b. Student Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

c. Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best

²⁰*Ibid.* P. 9-12

after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

d. Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

e. Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

f. Elaboration Dictogloss

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it

g. Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If

student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

h. Picture Dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below, is to draw.

3. The Aims Of Dictogloss Method

Dictogloss has a number of aims:²¹ those are;

- a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learners' linguistic resources are called upon as they pool their fragmented notes and consider the various language options available to them.
- b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- c. It aims to upgrade and refine the learners use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

²¹ Ruth Wajnryb. *Resource Book for Teacher*.p6-7

4. The Original Dictogloss Procedure

The procedure of dictogloss method consist of four steps, there are:²²

- a. Warm-up when the learners find out about the topic and do some preparatory vocabulary work.
- b. Dictation when the learners listen to the text read at a normal speed by the teacher and take fragmentary notes. The learners will typically hear the text twice. The first time the teacher reads the text, the students just listen but do not write. The second time, the students take notes.
- c. Reconstruction when the learners work together in small groups to reconstruct a version of the text from their shared resources.
- d. Analysis and correction when students analyze and compare their text with the reconstructions of other students and the original text and make the necessary corrections.

5. The Stages In The Procedure of Dictogloss Method

There are four stages in the procedure, there are;²³

- a. Preparation, when the learner finds out about the topic of the text and is prepared for some of the vocabulary.
- b. Dictation, when the learner hears the text and takes fragmentary notes.
- c. Reconstruction, when the learner reconstructs the text on the basis of the fragments recorded in stage 2.
- d. Analysis and correction, when learners analyse and correct their text.

²²Zorana Vasiljevic. *English Language Teaching*. Faculty of Literature. (Bunkyo University, Japan. 2010). Vol 3, No 1. P. 41

²³Ruth Wajnryb. *Resource Book for Teacher*: (Oxford University Press, New York. 1990), p. 7

6. Advantages and Disadvantages of the Dictogloss Method

The dictogloss model offers several potential advantages over other models of teaching listening comprehension.²⁴

a. Advantages of Dictogloss Method

There are many advantages to use dictogloss method, such us:

- 1) The dictogloss method is an effective way of combining individual and group activities.
- 2) The dictogloss procedure facilitates the development of the learners' communicative competence.
- 3) The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.

b. The Disadvantages of Dictogloss Method

The value of a dictation is increased if the learners know what mistakes they made. Dictation will be most effective when it involves known vocabulary which is presented in unfamiliar collocations and constructions, and when there is opportunity for repetition of the material.²⁵ So the researcher can conclude that the disadvantage of dictogloss method is unfamiliar collocations and constructions are confusing the students'. Students' short-term memory, and repetition are the means of learning problems.

²⁴Ibid p45-46.

²⁵I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), p. 60

C. Action Hypothesis

Based on arranging theories and the writer formulates the hypothesis as follow: by using Dictogloss Method students' listening comprehension and there learning activity can be increased at Ma Walisongo Sukajadi Bumi Ratu Nuban Cental Lampung.

CHAPTER III RESEARCH METODOLOGY

A. The Operational Definition of Variable

1. Variable of research

This research consist of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it. The two variables can be explained as follow :

a. Independent Variable (X)

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is Dictogloss Method. The Dictogloss method introduces an effective way to make the students comprehend during the listening class. This method uses in a small group. The Dictogloss method gives opportunity to the students to practice how to be good to comprehend the audio . This research will be investigated in the eleventh grade of Ma Walisongo Sukajadi Bumi Ratu Nuban Central Lampung. The writer hopes to investigate the improving of students' listening comprehension through Dictogloss method.

b. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' listening comprehension. The improving of student listening comprehension can the seen after using Dictogloss method.

B. Research Setting

The kind of this research in Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.²⁶ Furthermore, McNiff, Action research is a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.²⁷ It means that, action research is an activity to practice and analyze the students comprehension about the material using action in the class.

This research conduct in MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung. The researcher conduct this research at eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung .

However, the research chooses XI B class because most of the students ability in listening comprehension is still low. This is based on the result of Pre-Survey at the eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung. The total of the students are :

Table 4
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1.	XI B	14	15	29

²⁶Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.512

²⁷McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routledge Falmer. P.15

C. Subject and Object of Research

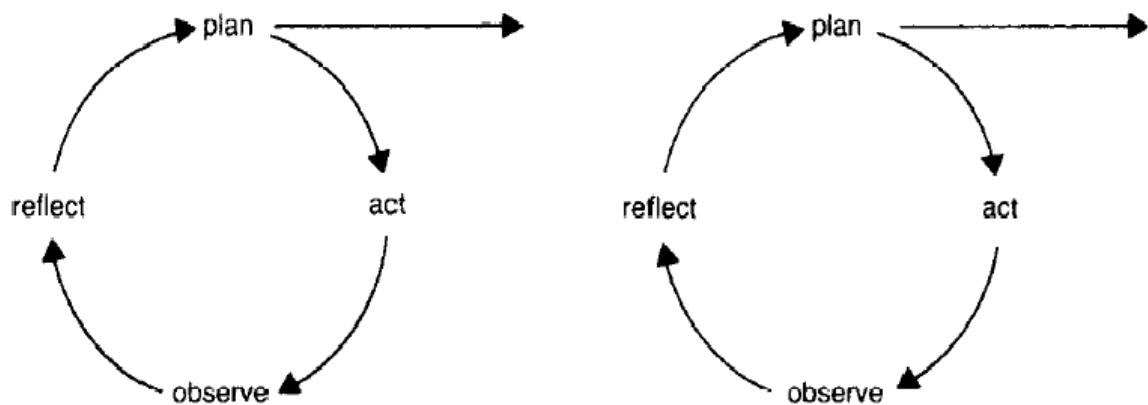
The subject of this research is the students' eleventh grade of MA Walisongo Sukajadi Bumi Ratu Nuban Lampung Tengah. This class consists of 29 students.

The object of this research is the students' listening comprehension. The researcher needs a collaborator, he is Mr. Komari, S.Sos.

D. Action Plan

In this classroom action research, there are four steps in each which have a relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design :

Here in steps class room action research design :



Jean McNiff's Model²⁸

From the illustrated above, the explanation about four steps of action research produce are conducted in each cycle :

²⁸*Ibid.*, p.41

1. Cycle 1

a. Planning

Planning is the first steps in the research. Without planning the research that the writer was not be focus. Planning is the preparation before the researcher doing this action. In this step, the researcher prepares some learning equipment such as :

- 1) The researcher prepares the lesson plan for the learning process.
- 2) The researcher prepares the material of the subject.
- 3) The researcher plansto give the students a story about the picture before the students read the story, the researcher asks the students.
- 4) The researcher prepares the learning design. The researcher asksthe students to make some groups of the students in the learning process.
- 5) The researcher usesDictogloss method.

b. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step was taken by the researcher in the action are as follows :

1. Pre Teaching activities

- a. Greeting and praying together with the students.
- b. The researcher checks the attendance list.
- c. The researcher asks the students condition.

2. Process of learning

The researcher uses an observation sheet. It is used to make some notes of the activities in the process of learning listening comprehension Dictogloss method.

3. Evaluation

A pre-test is given to the students to know the early students ability before treatment and a post test is used Dictogloss method to know the students ability in listening comprehension.

c. Observing

The observation is the activity of recording the event and action. In this research the observation would do in a learning process related as the schedule. The observation in teaching learning process is recorded by using media. The observer asked the English teacher become observed. The collaborator observes the students activities, in this research the researcher acts as a teacher who implemented the sound in treatment. This is to know how far the students listening comprehension through dictogloss method.

d. Reflecting

The reflection is the last step in this process. The researcher will try to analyze the observation and test result that is done. It is also know whether there is effected to the students' learning process. The first step that will be done in this reflecting is analyzing the quantities data, the researcher would evaluate the score of each

assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher would evaluate the teaching learning process. By reflection, the researcher would know the strength and weakness from the action.

2. Cycle II

a. Planning

1. Identifies the problem and finds the problem from the first cycle.
2. Make a lesson plan.
3. Prepare the material, method and strategy of teaching.
4. Prepare format to observe.

b. Acting

The observer applies the action plan II

c. Observing

In this steps, the researcher observes the process of teaching learning by using format observation and field notes to collect the data in action plan II.

d. Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

In collecting the data, the researcher uses test, observation, and documentation. The collecting data as follows :

1. Test

In this research, the researcher give the students two tests that is pre-test and post-test to know the improvement of their students listening comprehension, especially using dictogloss method. The test is given to know the students achievement before and after learning process.

a. Pre- test

The pre-test will be given at the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test is given after the treatments. The post-test holds in order to know whether the treatments give any contribution to the students' achievement in the class or not. This step will be done after the treatment to know the influence of the dictogloss method, whether it is able to improve the listening comprehension.

2. Observation

In this research, the researcher observes the students behaviors and the students activities in the learning process to know how the process of learning will be held. In doing the observation, the researcher make the observation sheet that contains of list of the students activities.

3. Documentantation

Documentantation is a way that use a written source such as private documents (like journals, diaries, e-books, and e-mails) and public documents (like newspaper, magazine, and official report). Document is very important to collect data which is require by the researcher. In this research, the researcher took the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

4. Field Note

To collect the data to be more accurately, the researcher used the field note to make easy when analyze the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

F. Data Analysis Method

In this research, the researcher conducts the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievementafter the actions are conduct and given test at the early and the last cycle.

The formula for counting the average score is as follow :

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

Note :

\bar{X} : Average (mean) of the student score.

$\sum X$: Total of the student score.

N : Total of the student.²⁹

Furthermore, to know the result the researcher compare between pre-test and post-test. Then, the result is match by indicator of success at the school at least 75. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

G. Indicator of success

The indicator of success of this research is 75% of the students' get at least 75, it means that by using Dictogloss method in English learning process success to improve the students listening comprehension. It also means that the research will be finish.

²⁹Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.108

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of The Research Location

In this chapter, the writer would be present the result of the research. It includes the documentation of MA Walisongo Bumi Ratu Nuban Central Lampung, the result of the research and the interpretation of the research.

1. The Brief of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

MA Walisongo Sukajadi is private school and located on Sukajadi village, Kec. Bumi Ratu Nuban Central Lampung. MA Wali Songo is established in 1993 and then legalized by chairman of DEPAG, Mr H. Umar Cholil. It is according to established certificate SK No.WH/6/PP.005/07/1993.

Learning process is conducted in the MI Walisongo (elementary school) building during one year. MA Walisongo has change statue and thebe avoided since 13 august 2001. Then, MA Walisongo has accreditation of B, according SK of DEPAG RI No.D/KW/MTs/LT/185/2006. MA Walisongo is one of the Walisongo institute, the other are MI Waliaongo and MTs Walisongo and Madrasah Dinnyah Walisongo.

Since it was established the leader headmaster of the school had been changed as follow :

- a. Drs. Saipul Parjono (1993)
- b. Zainuri (1994-2001)
- c. Joko Susanto, S.Pd (2002-2009)
- d. Komari, S.S (2009-2011)
- e. Munandar, S.Pd.I (2011-2015)
- f. Khoiril Anam, S.Pd (2016-2017)
- g. Komari, S.S (2017 until now)

2. Building Condition And School Facilities

MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung has a satisfy facilities to support both the learning process and extracurricular program it provides some extracurricular such as :

- 1) Sport programs like futsal, football, and volleyball
- 2) Drum Band Group
- 3) OSIS, UKS, and Scouting Movement

Specifically, the facilities in MA Walisongo as follows :

- a. 10 classroom
- b. 2 library
- c. 1 principals' room
- d. 1 teacher room
- e. 1 administration room
- f. 1 bathroom of teacher

- g. 1 bathroom of Student
- h. 1 ceremony Yard
- i. 1 mosque

3. The total of Teachers, Staff Teachers and the students in MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung has 26 teachers, staff teachers, and 106 students. The total of the students devided some classes that can be identified as follow :

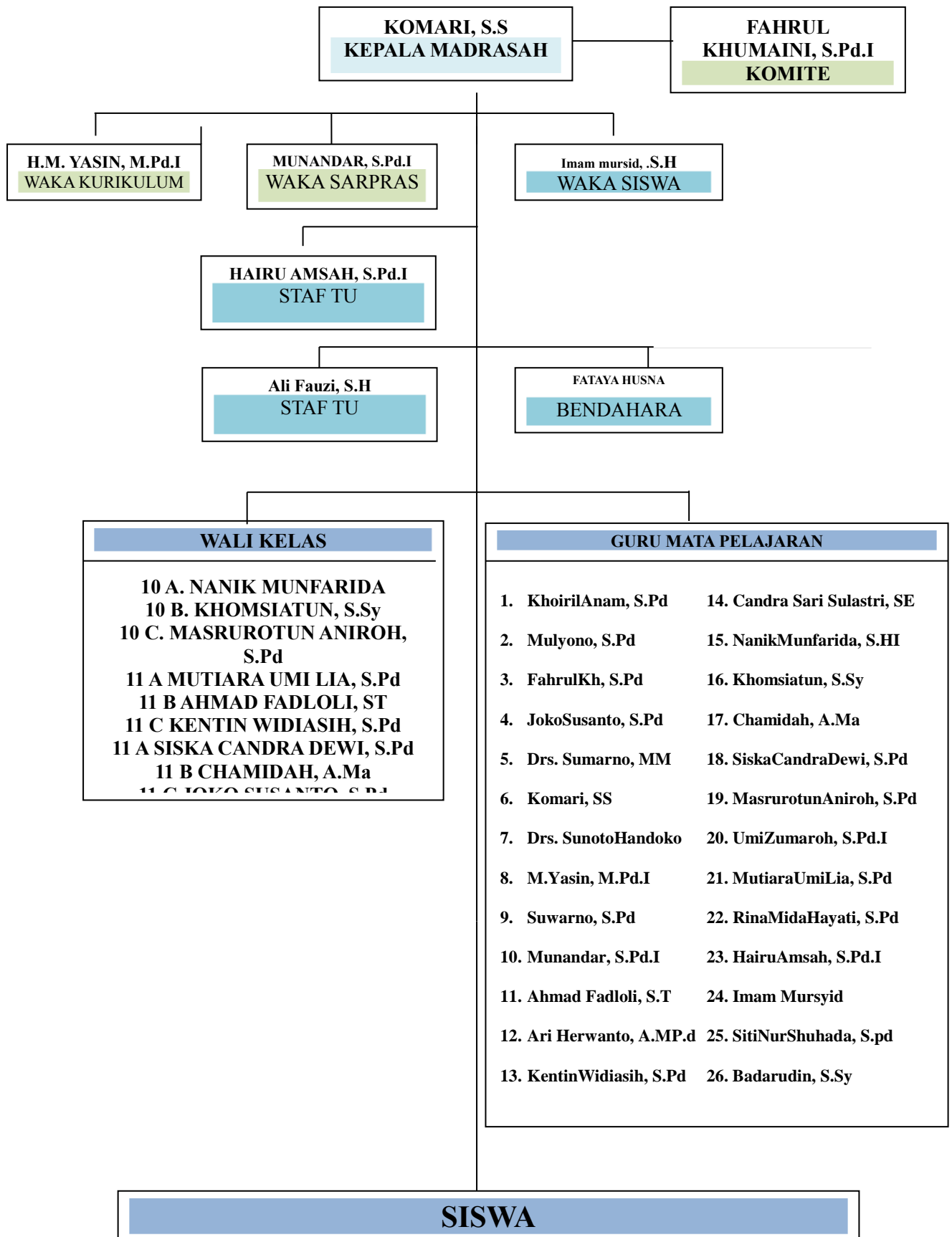
Table 4
The number of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

No	Class	Sex		Total
		Male	Female	
1.	X (Ten)	16	24	40
2.	XI (Eleventh)	19	29	48
3.	XII (Twelve)	6	12	18
Total				106

Source : *Documentation of Ma Walisongo Sukajadi Bumi Ratu Nuban Lam-teng*

4. The Organization Structure of MA WaliSongo Sukajadi

The organizational structure of MA Walisongo Sukajadi Central Lampung 2017/2018 contains a list of schemes consisting of the chairman of the foundation, head of the madrasah, the madrasah committee, the board of teachers and students, the whole organization will be responsible to the foundation. For more details about the organizational structure MA Walisongo Sukajadi Central Lampung District can be scored as follow :

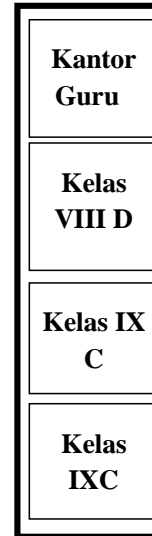
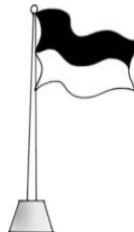
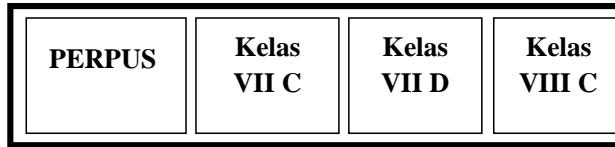
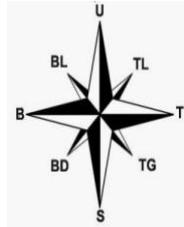


5. The vision and mission of MA Walisongo Bumi Ratu Nuban Central Lampung

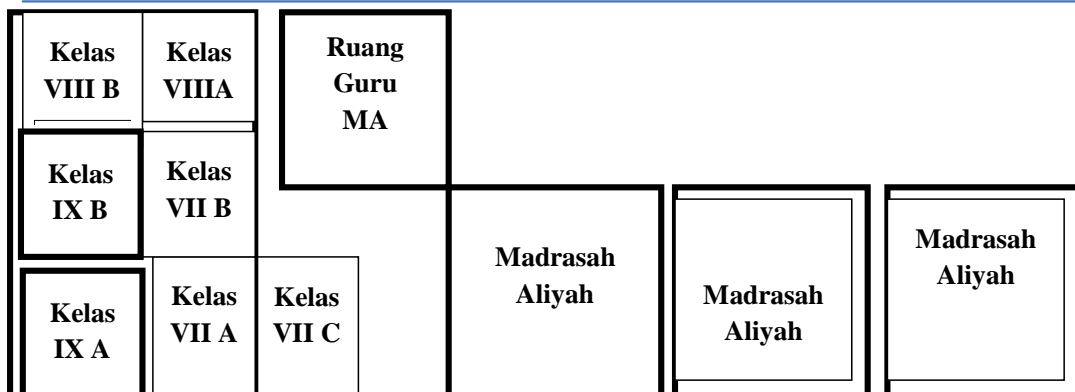
- a. The vision of MA Walisongo Sukajadi Bumi Ratu Nuban
 “The formation of students who excel, have a noble character, smart, achievement, and responsible.”
- b. The mission MA Walisongo Sukajadi Bumi Ratu Nuban
 - 1) Increasing the appreciation and practice of Islamic teaching “*Amar Ma'ruf Nahi Munkar*”.
 - 2) Implementing effective and efficient learning and guidance.
 - 3) Improving the academic and non academic skills.
 - 4) Improving the discipline and high work ethic and excellent service.
 - 5) Establishing harmonious cooperation between the school community and the related environment.

6. The condition of MA Walisongo Sukajadi Bumi Ratu Nuban Central Lampung

- a. School : MA Walisongo Sukajadi Bumi Ratu Nuban
Central Lampung
- b. Schools' address : Jl. Pondok Pesantren Walisongo Sukajadi Bumi
Ratu Nuban
- c. The status : Accredited B
- d. Schools' ma :



Jln. Ke Pon-Pes Wali Songo



B. Description Of Finding

This research used classroom action research. It was conducted in two cycles. The action of cycle 1 were conducted about three meetings and cycle II were conducted about twomeetings in each meeting in these cycles took 2x40 minutes. As it was mantioned before each cycle comparised of planning, acting, observing, and reflecting. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Dictogloss Method to increase the students' listening comprehension.

1. Action and Learning at Pre-Test

a. Pre-Test Activity

The learning was conducted on Tuesday, January2, 2018 at 10.15 until 11.35. All the students had already prerared when start the teaching time. The researcher greeted the strudents and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of listening comprehension before doing the action of classroom action research.

The pre-test was administred to the students to be finished individually. The kind of the test was fill the blank of the text consisted of 10 items, in around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students Pre-Test Result

Table 5
The Students Score at Pre-Test

No.	Students' Score	Frequency	Percentage
1.	40	6	20,69 %
2.	50	9	31,03 %
3.	60	7	24,13 %
4.	70	4	13,80%
5.	80	3	10,35%
	Total	29	100%

Based on the data above, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 6 students get score 40, 9 students get score 50, 7 students get score 60, 4students get score 70, 3 studnts get score 80.

Based on the result above, it can be inferred that 26 students (89,65 %) were not succesful and 3 other students (10,35%) were succesful. The successful students were those who got the minimum standart at Ma Walisongo Sukajadi Bumi ratu nubanat least 75. The succesful students were fewer than those unsuccessful students.

From the pre-test result the researcher got the average of 56,20. So, the result was unsatisfactory. Therefore, the researcher used the Dictogloss method to increase the students' listening comprehension.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things to teaching and learning process such as : prepared the lesson plan and the material, made the instrument that would be examined as the pre-test and post test in cycle 1, prepared an material, made an observation sheet of the students activity, identified the problem, found the causes of the problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was conducted on Thursday, January 4, 2018 at 10.15 until 11.35 and followed by 29 students. The meeting started by praying, greeting, and checking attendance list.

In this stage, For the beginning, the researcher started to introduce the method that will be used in learning process, then the researcher dictation students through audio before they are answered the questions, the audio untitled "cars should be banned in cities" and would be repeated three times. After student finished to answer the test the researcher and student reconstruction together to identify what is the difficult of the test.

2) The Second Meeting

The second meeting was conducted on Tuesday, January 9, 2018 at 10.15 until 11.35 and followed by 29 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. The researcher gave breaking ice and review the last material.

In this stage, the researcher continued the material in the last meeting and gives the audio to discuss again. And then, after the material is finished the researcher ask students "any question so far from the last material yesterday?". And then students answered "nothing sir".

At the end of the meeting, the researcher gave the post-test. The kinds of the test were fill the blank which consisted of 10 items. The result of the students' test in post-test was better than test in pre-test before.

Table 6
The Students' Score In Post-Test 1

No.	Students' Score	Frequency	Percentage
1.	40	2	6,89 %
2.	50	3	10,34 %
3.	60	2	6,89 %
4.	70	10	34,48%
5.	80	12	41,37%
	Total	29	100%

The table above is the result of post-test 1, it can be seen that the score of the students' listening comprehension were various. Therefore, there were 2 students get score 40, 3 students get score 50, 2 students get score 60, 10 students get score 70, 12 students get score 80.

Based on the result above, it can be inferred that 12 students (41,37%) were successful and 17 other students (58,6%) were not successful. From the post-test 1 result the researcher got the average of 69,31.

c. Observing

The observing is done by researcher and collaborator during learning process. There were some observation that had been such as: observation on the students activities, teachers' notes, and observation on the result of the evaluation. The researcher presented 2 meetings in cycle 1. In every meeting, the researcher tried to explore the students' listening comprehension individually.

In the end of the cycle 1, it showed the result that the students activities increase from the first meeting until next meeting. It can be seen in this table below :

Table 7
The Result of The Students' Learning Activities In Cycle 1

No	Students' Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	60 %	67 %	7 %

2.	Giving respond to the teachers' explanation-question	50 %	60 %	10 %
3.	Asking-answering the question to-from the teacher-other students	63 %	67 %	4 %
4.	Making note from the material	57 %	60 %	3 %
5.	Doing the assignment	60 %	63 %	3 %
	Total	290 %	317 %	27 %
	Average	58 %	63,4 %	5,4 %

Based on the table, it can be concluded that there was an increasing of students' learning activities during study time through Dictogloss Method in increasing the students' listening comprehension in descriptive text. This cycle also showed that the average of the score in the pre-test of the students were 56,20. Meanwhile, the average of the score in post-test 1 of the students was 69,31. It showed there was any significant effect between pre-test and post-test in this cycle.

d. Reflecting

Generally, there was increasing in the students' listening comprehension by using Dictogloss Method in this cycle. It indicated the score and the students' activities were increased and good enough. Although it was good enough there were some problems in learning process that must be corrected in the next cycle.

Based on the field note, teachers' study management and observation sheet, there were some notes as the problem on learning listening comprehension, as follows :

- 1) Some students had the difficulties in finding the gist of the text.
- 2) Some students had the difficulties in comprehending the meaning of the text.
- 3) Some students were lacking in vocabulary.

3. Cycle 2

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows :

a. Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were many weakness on cycle 1. Therefore, the researcher and the collaborator planned to give material for students' listening comprehension by descriptive text with the Dictogloss method.

The researcher and the collaborator prepared the lesson plan, observation sheet, and gave the exercise to the students then checked and analyzed answers to know listening comprehension through Dictogloss method.

b. Acting

1) The First Meeting

The first meeting was conducted on Thursday 11, 2018 at 10.15 until 11.35 and followed by 29 students. The meeting started by praying, greeting, and checking attendance list. In this stage, for the beginning, the researcher started to introduce the method that will be used in learning process, then the researcher dictated students through audio before they answered the questions, the audio untitled "Michael" and would be repeated three times. After student finished to answer the test the researcher and student reconstruction together to identify what is the difficult of the test.

2) The Second Meeting

The second meeting was conducted on Tuesday, January 15, 2018 at 10.15 until 11.35 and followed by 29 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. This meeting used to post-test 2 in the end of cycle 2. The researcher gave post-test to the students. This meeting almost all of the students could answer well. It can be seen from the result of the post-test 2. There were 6 of the 29 get score moreless than the minimum standard of requirement.

Table 8
The Students' Score In Post-Test 2

No.	Students' Score	Frequency	Percentage
1.	40	1	3,45 %
2.	50	1	3,45 %
3.	60	2	6,90 %
4.	70	2	6,90%
5.	80	14	48,27 %
6.	90	9	31,03%
	Total	29	100%

The table above is the result of post-test 2, it can be seen that the score of the students' listening comprehension were various. Therefore, there were 1 students get score 40, 1 students get score 50, 2 students get score 60, 2 students get score 70, 14 students get score 80, and 9 student get score 90.

Based on the result above, it can be inferred that 23 students (79,30%) were successful and 5 other students (20,70%) were not successful. From the post-test 2 result the researcher got the average of 78,62. It was higher than the cycle 1.

c. Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below :

Table 9
The Result of The Students' Learning Activities In Cycle 2

No	Students' Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	80 %	90 %	10 %
2.	Giving respond to the teachers' explanation-question	80 %	83 %	3 %
3.	Asking-answering the question to-from the teacher-other students	77 %	87 %	10 %
4.	Making note from the material	70 %	80 %	10 %
5.	Doing the assignment	80 %	90 %	10 %
	Total	457 %	430 %	43 %
	Average	91,4%	86 %	8,6 %

From the table above, it showed that the average of whole percentage of students' activities was higher than the cycle 1.

In addition, this cycle also showed that the average of the score in the post-test 1 of the students was 69,31. Meanwhile, the average of the score in the post-test 2 of the students was 78,62. It could be concluded that through Dictogloss method the students could increase their listening comprehension in descriptive Text.

d. Reflecting

From the result of learning process in cycle 2 the researcher analyzed the generally through Dictogloss method the students listening comprehension in descriptive text will increase.

Most of the students enjoyed when they were studying through Dictogloss method and also it made the students had good interested in listening English comprehension which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be inferred that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher concludes that this research is successful and would be not continued in the next cycle.

B. Interpretations

1. The Result Of Students Learning

a. Action and learning result in cycle 1

In cycle 1, English learning process was successfully, although the students' average is low. Nevertheless, there is an increasement score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow :

Table 10
Table Of The Result Score Of The Students' Pre-Test and Post-Test1

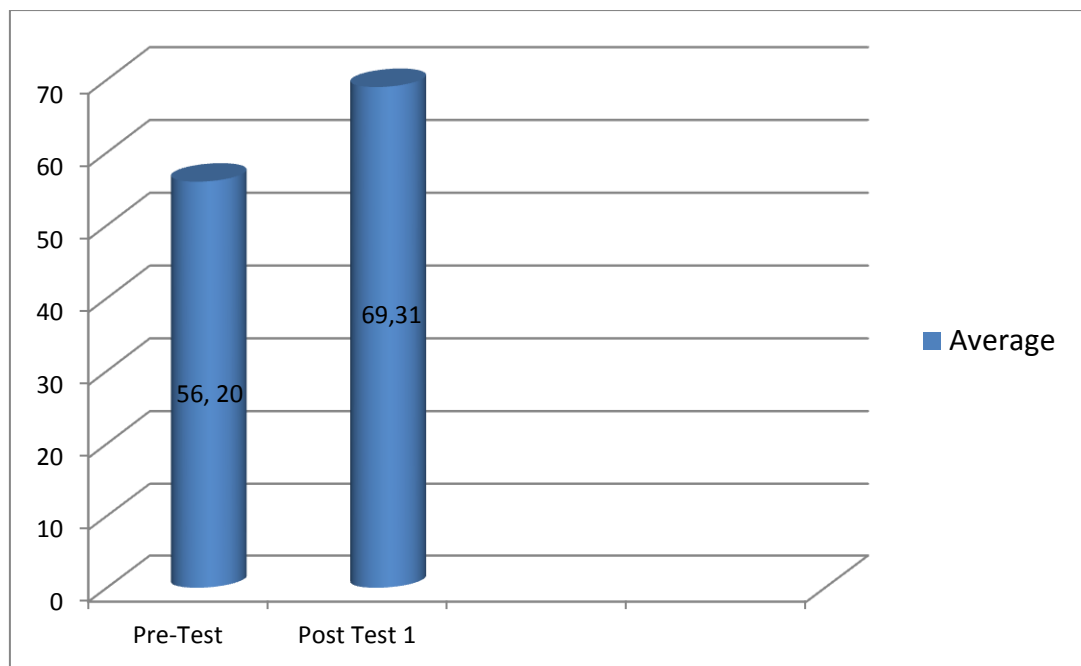
No	Name	Pre-Test Score	Post-Test 1 Score	Increasing Score	Increasing Percentage	Note
1.	ARNB	40	40	0	0	Constant
2.	AS	50	70	20	40%	Increase
3.	AEA	60	80	20	33,33%	Increase
4.	AMD	50	70	20	40%	Increase

5.	ANY	40	60	20	50%	Increase
6.	AL	40	40	0	0	Constant
7.	BA	60	80	20	33,33%	Increase
8.	DL	50	70	20	40%	Increase
9.	DG	70	60	-10	-14,28%	Decrease
10.	DP	50	70	20	40%	Increase
11.	EP	80	80	0	0	Constant
12.	FDS	60	80	20	33,33%	Increase
13.	FEA	70	80	10	14,28%	Increase
14.	HIA	50	50	0	0	Constant
15.	HS	50	80	30	40%	Increase
16.	IL	60	80	20	33,33%	Increase
17.	IWTS	80	70	-10	-12,5%	Decrease
18.	JF	40	70	30	50%	Increase
19.	KNN	70	80	10	14,28%	Increase
20.	NYN	40	50	10	50%	Increase
21.	M	50	80	30	60%	Increase
22.	MI	70	70	0	0%	Constant
23.	MRF	50	80	30	60%	Increase
24.	NS	60	80	20	33,33%	Increase
25.	RE	40	70	30	75%	Increase
26.	RAP	80	80	0	0	Constant
27.	RA	60	70	10	16,66%	Increase
28.	RA	40	50	10	50%	Increase

29.	S	60	70	10	16,66%	Increase
Total Score		1630	2010			Increase
Highest Score		80	80			Constant
Average		69,31	78,62			Increase
Lowest Score		40	40			Constant

Source: Table of the result score of pre-test and post-test 1

The Graph 1
The average of the students score on pre-test and post-test 1



In this research, pre-test and post-test had done individually. The test is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score. It can be seen of the average score both of the test. The average score in pre-test was 56,20. The average score in post-test 1 was 69,31.

b. Action and learning result in cycle 2

In cycle 2, process of teaching and learning stay on climax situation, there are very greatful progresses of students.

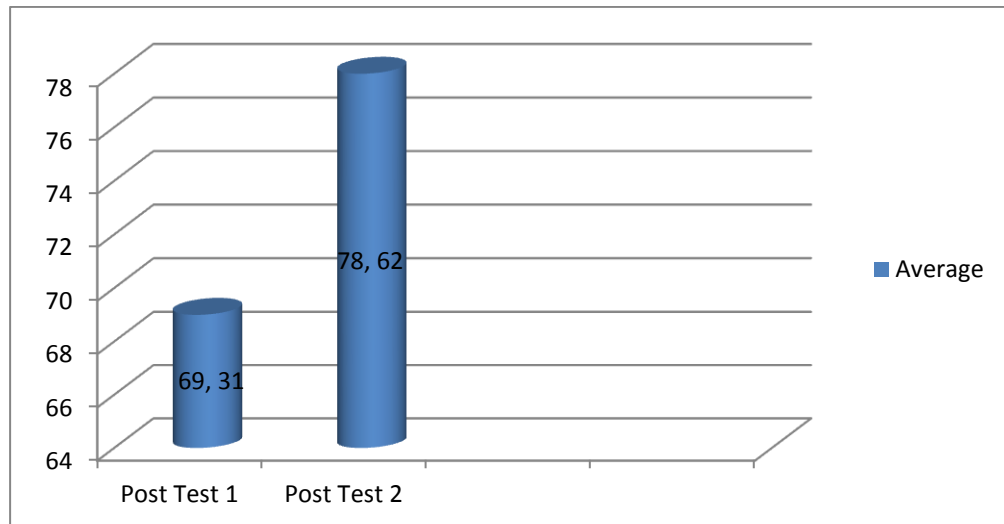
Table 11
Table Of The Result Score Of The Students' Post-Test 1
and Post-Test 2

No	Name	Post-Test 1 Score	Post-Test 2 Score	Increasing Score	Increasing Percentage	Note
1.	ARNB	40	50	10	25%	Increase
2.	AS	70	80	10	14,28%	Increase
3.	AEA	80	90	10	12,5%	Increase
4.	AMD	70	80	10	14,28%	Increase
5.	ANY	60	70	10	16,66%	Increase
6.	AL	40	40	0	0	Constant
7.	BA	80	90	10	12,5%	Increase
8.	DL	70	80	10	14,28%	Increase
9.	DG	60	70	10	16,66%	Increase
10.	DP	70	80	10	14,28%	Increase
11.	EP	80	90	10	12,5%	Increase
12.	FDS	80	80	0	0%	Constant
13.	FEA	80	90	10	12,5%	Increase
14.	HIA	50	60	10	20%	Increase
15.	HS	80	90	10	12,5%	Increase
16.	IL	80	80	0	0	Constant

17.	IWTS	70	80	10	14,28%	Increase
18.	JF	70	90	20	28,57%	Increase
19.	KNN	80	80	0	0	Constant
20.	NYN	50	60	10	20%	Increase
21.	M	80	80	0	0	Constant
22.	MI	70	90	20	28,57%	Increase
23.	MRF	80	90	10	12,5%	Increase
24.	NS	80	80	0	0	Constant
25.	RE	70	80	10	14,28%	Increase
26.	RAP	80	90	10	12,5%	Increase
27.	RA	70	80	10	14,28%	Increase
28.	RA	50	80	30	60%	Increase
29.	S	70	80	10	14,28%	Increase
Total Score		2010	2280			Increase
Highest Score		80	90			Increase
Average		69,31	78,62			Increase
Lowest Score		40	40			Constant

Source: Table of the result score of post-test 1 and post-test 2

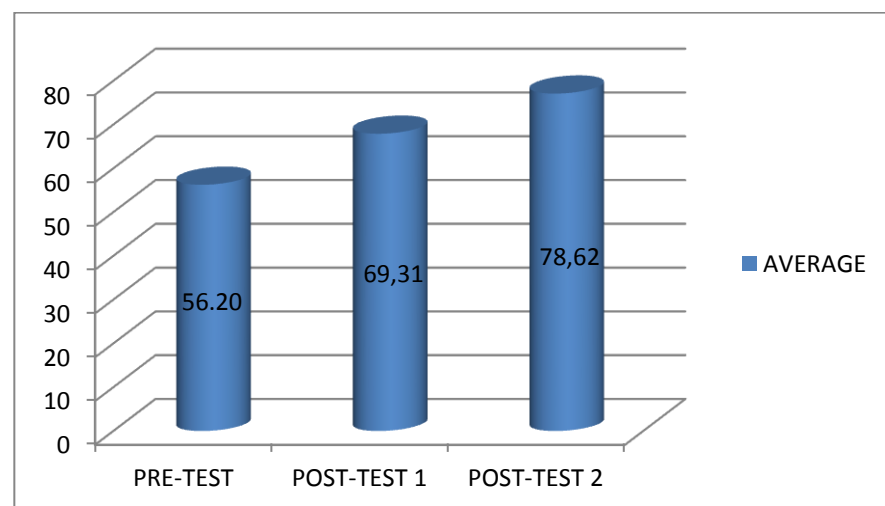
The Graph 2
The average of the students score on post-test 1 and post-test 2



From the result of post-test 1 and post-test 2, we know that there was an increasing from the result score. It can be seen the average score both of the test. The average score in post-test 1 was 69,31. The average score in post-test 2 was 78,62.

c. The Result Of The Research

The Graph 3
The Comparison Of The Average Of Pre-Test, Post-Test 1 And Post-Test 2



Based on the result of pre-test, post-test 1 and post-test 2, it could be concluded that there was an increasing of the students' listening comprehension score. There is progress from 56,20 to 69,31 and to 78,62. It means that Dictogloss Method have positive effect toward the teaching and learning process, especially in increasing the students' listening comprehension in Descriptive Text.

2. The Result Of The Students' Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table as follows :

Table 12
The Result of The Students' Participation

No	Students' Activities	Cycle 1	Cycle2	Increasing
1.	Giving attention to the teachers' explanation	63,5 %	85 %	21,5 %
2.	Giving respond to the teachers' explanation-question	55 %	81,5 %	26,5 %
3.	Asking-answering the question to-from the teacher-other students	65 %	82 %	17 %
4.	Making note from the material	58,5 %	75 %	16,5 %
5.	Doing the assignment	61,5 %	85 %	23,5 %
	Average	60,7 %	81,7 %	21 %

Source : Table of the result of observation sheet

Based on the table above, it could be concluded that there was an increasing of the students learning activity during study time came through Dictogloss Method in increasing the students' listening comprehension of Descriptive text. It can look on the result of observation sheet when cycle 1 that is 60,7 %. In addition, the result of observation sheet when cycle 2 that is 81,7 %. It means that Dictogloss Method have positive effect toward the teaching and learning process, especially in increasing the students' learning activities in the classroom.

APPENDICES

SILABUS PEMBELAJARAN

Nama Sekolah : Ma Walisongo

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Semester : 1 (Ganjil)

Standar Kompetensi : 8. Mendengarkan

Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive text* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> • Teks fungsional pendek berupa : <ol style="list-style-type: none"> 1. Instruksi 2. Daftar barang 3. Ucapan Selamat 4. Pengumuman • Kosakata terkait tema dan jenis teks • Ciri kebahasaan teks fungsional : <ul style="list-style-type: none"> - instruksi - daftar barang 	<ol style="list-style-type: none"> 1. <i>Brain storming</i> tentang kosakata terkait materi 2. Membahas kosakata dan tata bahasa terkait materi tentang : <i>noun, noun phrase, adjective, verb, adverb.</i> 3. Mendengarkan teks fungsional yang menggunakan gambit-gambit <i>attention please, thanks, excuse me, sorry.</i> 4. Menjawab pertanyaan sesuai 	<ol style="list-style-type: none"> 1. Merespon makna dalam teks fungsional pendek : <ul style="list-style-type: none"> - Instruksi - Daftar barang - Ucapan selamat - Pengumuman 2. Menentukan Fungsi komunikatif teks yang didengar. 3. Menentukan ciri 	Tes lisan Tes tulis Unjuk kerja Test Lisan Tes Tulis	Jwbn singkat Pilihan ganda melengkapi Melakukan perintah Jawaban Singkat Uraian singkat	<i>Listen to the text and answer the questions.</i> <i>Listen to the text and choose the best option.</i> <i>Listen to the text and complete the sentences.</i> <i>Listen to the instruction and do it !</i> <i>What is the purpose of the text</i> <i>Listen and write all the verbs stated in the text</i>	2x40 menit	script : di buku guru tentang : instruksi - daftar barang - ucapan selamat - pengumuman -an Rekaman

	- ucapan selamat - pengumuman	5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar	kebahasaan dari masing-masing teks fungsional yang didengar			Listen and write all the verbs stated in the text		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Ketulusan (<i>Honesty</i>)								
8.2 Merespon makna yang terdapat dalam monolog sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks descriptive dan procedure	<ul style="list-style-type: none"> • Teks monolog berbentuk: <ol style="list-style-type: none"> 1. descriptive 2. prosedur • Kosakata terkait tema / jenis teks • Ciri kebahasaan teks descriptive dan procedur. • Langkah retorika teks descriptive / prosedur 	<ol style="list-style-type: none"> 1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam teks descriptive / prosedur 3. Mendengarkan model monolog teks descriptive /prosedur 4. Menjawab pertanyaan secara lisan 	<ul style="list-style-type: none"> • Merespon informasi dalam teks lisan monolog berbentuk : <ul style="list-style-type: none"> - descriptive - Procedur • Menentukan ciri kebahasaan teks yang didengar. • Menentukan fungsi komunikatif teks yang didengar. 	<p>Tes lisan</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Pertanyaan lisan</p> <p>Pilihan ganda</p> <p>Pilihan ganda</p>	<p><i>Listen and answer the following questions</i></p> <p><i>Listen to the text and choose the best answer by crossing a,b,c or d</i></p> <p><i>Listen to the text and choose the best answer by crossing a,b,c or d</i></p>	<p>2x40 menit</p>	<p>Script teks monolog descriptive /prosedur dalam buku guru</p> <p>Rekaman teks monolog descriptive /prosedur</p>

		<p>tentang isi teks descriptive /prosedur</p> <p>5. Menyebutkan fungsi komunikatif teks yang didengar.</p> <p>6. Mengidentifikasi kata kerja dari teks yang didengar.</p> <p>7. Mendengarkan teks descriptive / prosedur lainnya.</p>						
❖ Karakter siswa yang diharapkan :		<p>Dapat dipercaya (<i>Trustworthines</i>)</p> <p>Rasa hormat dan perhatian (<i>respect</i>)</p> <p>Tekun (<i>diligence</i>)</p> <p>Tanggung jawab (<i>responsibility</i>)</p> <p>Berani (<i>courage</i>)</p> <p>Ketulusan (<i>Honesty</i>)</p>						

Metro, 2017

English Teacher of The Eighth Grade
of Ma Walisongo



The Writer,

A handwritten signature in black ink, appearing to read 'Toni Alfian'.

TONI ALFIAN
St. Number13108577

The Headmaster of
Ma Walisongo



THE LESSON PLAN 1

The Name of School : Ma Walisongo Sukajadi
Class/Term : VIII (Eighth) B / 8 (Eight) B
Subject : English
Kind of Text : Descriptive Text
Skill : Listening
Time Allocation : 2 X 40 Minutes

A. Standar Kompetensi

Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator

4. Menggunakan metode Dictogloss untuk menganalisa topik dan menentukan ide pokok.
5. Memahami arti dan mengingat ide dan kata- kata yang penting.

D. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi topik dan ide pokok menggunakan metode dictogloss
2. Siswa mampu melengkapi teks yang rumpang, sehingga menjadi paragraf yang padu.

E. The Material

1. Definition of DescriptiveText

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

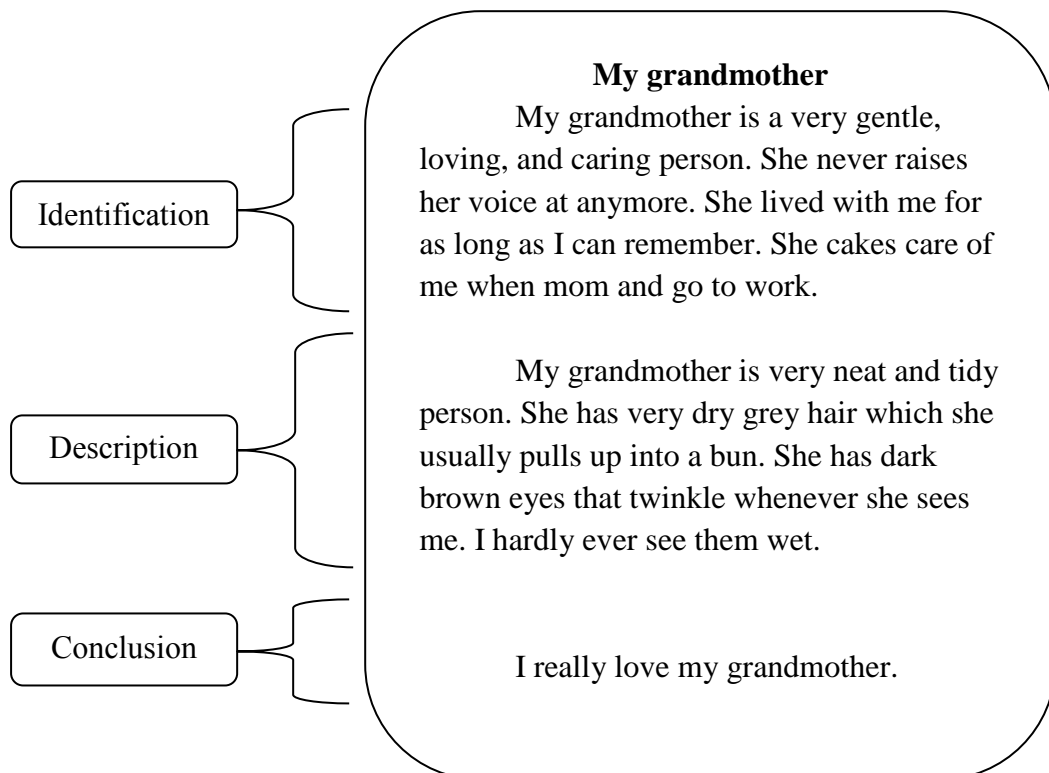
2. Generic Structure of Descriptive Text

- a. Identification :Identifies phenomenon (person, place, or thing) that will be described.
- b. Description :Describes parts, qualities, characteristics, etc.

3. Language Feature

- a. Simple present tense: If the the thing/persons described are still alive
- b. The use of noun
- c. The use of kinds of adjectives
- d. The use of active verbs
- e. The use of allusion, imagination language

4. Example of Descriptive Text



F. Metode pembelajaran

- Metode dictogloss

G. Aktifitas Pembelajaran

<p>Pembukaan</p> <ol style="list-style-type: none">Guru memberi salam kepada siswaBerdoaGuru mengecek absensi kehadiran siswaGuru memberikan pemanasan/rangsangan kepada siswa tentang topik yang akan diajarkan
<p>Proses Pembelajaran</p> <ol style="list-style-type: none">Guru menjelaskan pengertian tentang Descriptive TextGuru memberikan lembar jawaban kepada setiap siswaGuru memberikan beberapa audio kepada siswa tentang Descriptive TextSetiap siswa menyimak audio yang diberikan kepada merekaSiswa mengisi lembar jawaban yang diberikan oleh guruGuru mengulangi audio sampai 3 (tiga) kaliGuru meminta siswa untuk mengumpulkan lembar jawaban
<p>Penutupan</p> <ol style="list-style-type: none">Guru memberikan kesimpulan terkait dengan materi Descriptive TextGuru memberikan kesempatan kepada siswa tentang materi terkaitGuru menutup pembelajaran di kelas

H. Media Pembelajaran

1. LCD projector, speaker , dan laptop.
2. Papan tulis.
3. Buku bahasa inggris.
4. Kamus bahasa inggris.

J. Evaluasi

1. Metode : Dictogloss
2. Tipe : listening tes
3. Instrument : melengkapi kalimat yang rumpang

Metro, 2017

English Teacher of The Eighth Grade
of Ma Walisongo

The Writer,



TONI ALFIAN
St. Number 13108577

The Headmaster of
Ma Walisongo



KOMARI, S.Sos
NIP.

THE LESSON PLAN 11

The Name of School : Ma Walisongo Sukajadi
Class/Term : VIII (Eighth) B / 8 (Eight) B
Subject : English
Kind of Text : Descriptive Text
Skill : Listening
Time Allocation : 2 X 40 Minutes

A. Standar Kompetensi

Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator

6. Menggunakan metode Dictogloss untuk menganalisa topik dan menentukan ide pokok.
7. Memahami arti dan mengingat ide dan kata- kata yang penting.

D. Tujuan pembelajaran

3. Siswa mampu mengidentifikasi topik dan ide pokok menggunakan metode dictogloss
4. Siswa mampu melengkapi teks yang rumpang, sehingga menjadi paragraf yang padu.

E. The Material

5. Definition of DescriptiveText

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

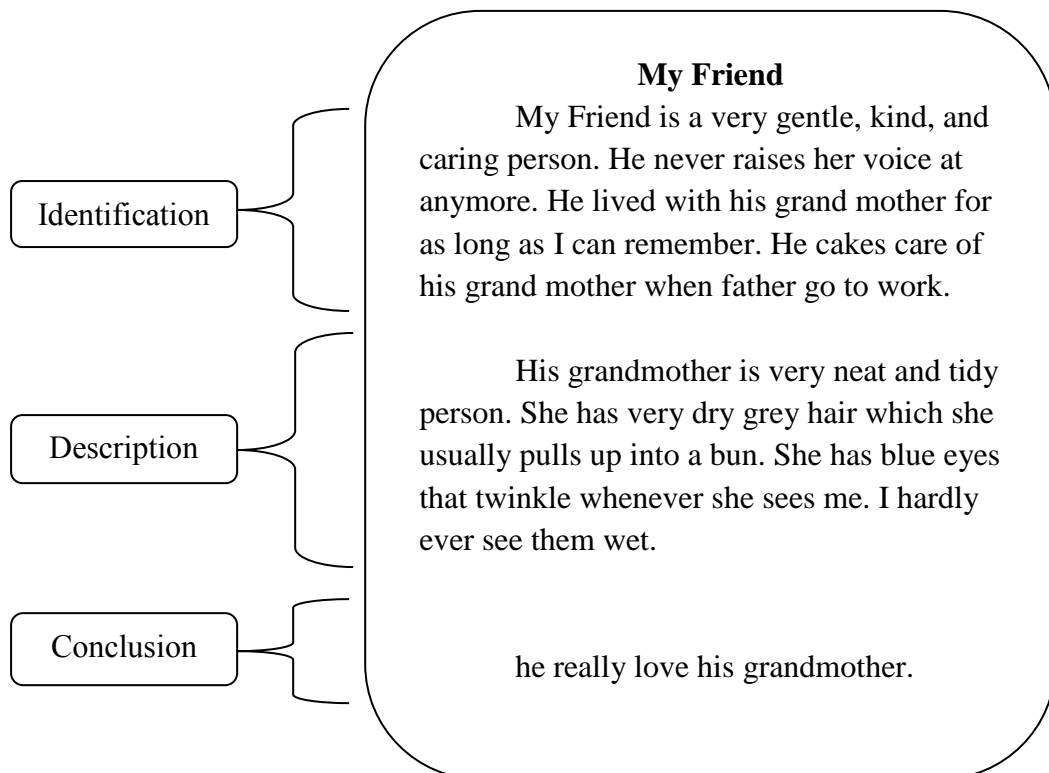
6. Generic Structure of Descriptive Text

- c. Identification :Identifies phenomenon (person, place, or thing) that will be described.
- d. Description :Describes parts, qualities, characteristics, etc.

7. Language Feature

- f. Simple present tense: If the the thing/persons described are still alive
- g. The use of noun
- h. The use of kinds of adjectives
- i. The use of active verbs
- j. The use of allusion, imagination language

8. Example of Descriptive Text



F. Metode pembelajaran

- Metode dictogloss

G. Aktifitas Pembelajaran

<p>Pembukaan</p> <ul style="list-style-type: none">e. Guru memberi salam kepada siswaf. Berdoag. Guru mengecek absensi kehadiran siswah. Guru memberikan pemanasan/rangsangan kepada siswa tentang topik yang akan diajarkan
<p>Proses Pembelajaran</p> <ul style="list-style-type: none">h. Guru menjelaskan pengertian tentang Descriptive Texti. Guru memberikan lembar jawaban kepada setiap siswaj. Guru memberikan beberapa audio kepada siswa tentang Descriptive Textk. Setiap siswa menyimak audio yang diberikan kepada merekal. Siswa mengisi lembar jawaban yang diberikan oleh gurum. Guru mengulangi audio sampai 3 (tiga) kalin. Guru meminta siswa untuk mengumpulkan lembar jawaban
<p>Penutupan</p> <ul style="list-style-type: none">d. Guru memberikan kesimpulan terkait dengan materi Descriptive Texte. Guru memberikan kesempatan kepada siswa tentang materi terkaitf. Guru menutup pembelajaran di kelas

H. Media Pembelajaran

5. LCD projector, speaker , dan laptop.
6. Papan tulis.
7. Buku bahasa inggris.
8. Kamus bahasa inggris.

I. Evaluasi

4. Metode : Dictogloss
5. Tipe : listening tes
6. Instrument : melengkapi kalimat yang rumpang

Metro, 2017

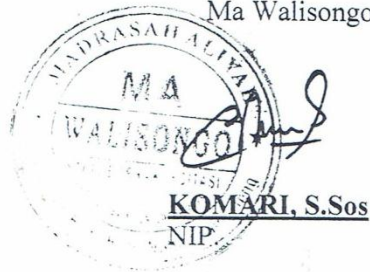
English Teacher of The Eighth Grade
of Ma Walisongo

The Writer,



TONI ALFIAN
St. Number 13108577

The Headmaster of
Ma Walisongo



PRE-TEST

Name :

Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Crystal Snow

The shape of snow crystal may change from _____ from another as the crystal passes through level of air with _____ Temperatures. When melting snow crystal or _____ fall through very cold air, freeze to form _____ Particles of ice, called sleet. Group of frozen water _____ are called snow pellets. Under some condition, these particles may grow larger and form _____ pieces of ice, or hail.

Snow contains much less _____ than rain. About fifteen centimeters of _____ Snow has as much water as two and one-half centimeters of _____ about seventy six centimeters of _____ snow equals the water in two and one-half centimeters of rain.

GOOD LUCK!

POST-TEST I

Name :

Class :

Read the following direction!

6. Write your name and class.
7. Listen the audio carefully.
8. Fill in the blank space with the word you hear.
9. You may open your dictionary.
10. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Cars should be banned in cities

Cars should be banned in a city. As we all _____, cars create pollution, and _____ a lot of road dust and other accidents.

Firstly, cars, as we all know, _____ to most of the pollution in the world. Cars _____ a deadly gas that causes illness such as bronchitis, lung cancers, and 'triggers' _____ some of these illness are so bad that people can _____ from them.

_____, a city is very busy. Pedestrian wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars today, are the _____ Killers on the road.

In _____ cars should be banned from a city for the reasons listed _____

GOOD LUCK!!!

POST-TEST II

Name :

Class :

Read the following direction!

11. Write your name and class.
12. Listen the audio carefully.
13. Fill in the blank space with the word you hear.
14. You may open your dictionary.
15. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Okay students, listen to me. I have a good story. The story is about a boy _____Michael. He was ten years old. He was not very good _____ why? Because he didn't like doing homework .what did he like _____? oh, he liked playing in his_____time. He liked football very much. Do you know why he didn't like doing his homework? because he always made a lot of_____ when he did it.

Well, one day, his _____ teacher looked at michael's homework and _____ That all his homework was correct. Wow, that's a _____! of course students, the teacher was very please and _____. So, he called Michael to his office and said to him, "Michael, you've got all your homework right this time. You're doing great, well done, Michael. Did your father help you?"

"No, sir." Michael said, "Usually my father did it for me. But last night he was very busy. He had a _____ , so, he couldn't do my homework. Then, I had to do it be myself."

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/date : Selasa / 9 Jan 2018 Meeting : third meeting

Class : XI B Cycle : 1

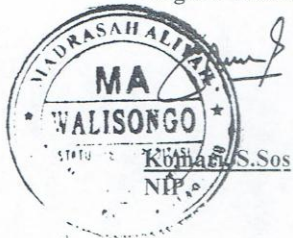
NO	STUDENTS NAME	The Students' Activity				
		I	II	III	IV	V
1.	ADE RODAYAH NUR BANTEN	✓	✓			
2.	AGUNG SUBAKTI		✓	✓	✓	
3.	AHMAD EDO APRIYANSAH	✓	✓			
4.	AJENG MUTIARA DEWI		✓	✓	✓	
5.	ALFINA NUR YANI	✓			✓	✓
6.	ANITA LUSIANA		✓	✓		
7.	BELLA APRILIA		✓	✓	✓	
8.	DIAH LESTARI	✓			✓	
9.	DIAN GUSTOMI		✓	✓		
10.	DIANA PUTRI	✓		✓		✓
11.	EMALIA PUTRI		✓		✓	✓
12.	FATIMAH DINDA SAKINAH	✓	✓		✓	
13.	FREBTIA ELOK AYUNDA	✓		✓		✓
14.	HAKIM IDHAM AL FIKIH	✓	✓		✓	
15.	HENDI SAPUTRA	✓	✓		✓	✓
16.	IIN LESTARI		✓		✓	
17.	INES WAHYUNI TS	✓		✓		✓
18.	JIHAN FERNANDA	✓	✓		✓	
19.	KIKI NADI NATU R	✓		✓		✓
20.	M. YUSRI NANDA B		✓	✓	✓	
21.	MARTINI	✓	✓	✓		
22.	MUHAMMAD IQBAL	✓	✓	✓		
23.	MUTHLIS RIZAL FAHRURI	✓		✓		✓
24.	NOVITA SARI	✓		✓		✓

25.	RESA EFENDI	✓		✓		✓
26.	REZA ADI PRATAMA		✓	✓	✓	
27.	RIKI APRILIANO	✓		✓		✓
28.	RIKI ARDIAN	✓		✓		
29.	SUNENI	✓	✓			
	Total	20	18	18	13	11
	Percentage	68,9%	62,0%	62,0%	44,8%	37,9%

Note : Give the thick sign (✓) to the students' activity

I.	Discriminating between sounds
II.	Recognizing words and understanding their meaning
III.	Identifying grammatical groupings of words
IV.	Identifying expressions and sets of utterances that act to create meaning
V.	Using background knowledge to predict and to confirm meaning and recalling important words and ideas

English Teacher



Metro, 2018

The Writer

Toni Alfian
St. ID 13108577

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/date : 15 Januari 2018 Meeting : Second Meeting
Class : XI B Cycle : I

NO	STUDENTS NAME	The Students' Activity				
		I	II	III	IV	V
1.	ADE RODAYAH NUR BANTEN	✓	✓	✓		
2.	AGUNG SUBAKTI		✓	✓	✓	
3.	AHMAD EDO APRIYANSAH	✓	✓		✓	
4.	AJENG MUTIARA DEWI	✓	✓	✓	✓	
5.	ALFINA NUR YANI	✓	✓		✓	✓
6.	ANIṬA LUSIANA		✓	✓		✓
7.	BELLA APRILIA		✓	✓	✓	
8.	DIAH LESTARI	✓			✓	✓
9.	DIAN GUSTOMI		✓	✓		✓
10.	DIANA PUTRI	✓		✓		✓
11.	EṢMALIA PUTRI		✓		✓	✓
12.	FATIMAH DINDA SAKINAH	✓	✓		✓	✓
13.	FREBTIA ELOK AYUNDA	✓		✓		✓
14.	HAKIM IDHAM AL FIKIH	✓	✓		✓	
15.	HENDI SAPUTRA	✓	✓		✓	✓
16.	IIN LESTARI		✓		✓	
17.	INES WAHYUNI TS	✓		✓		✓
18.	JIHAN FERNANDA	✓	✓		✓	
19.	KIKI NADI NATU R	✓		✓		✓
20.	M. YUSRI NANDA B		✓	✓	✓	
21.	MARTINI	✓	✓	✓		✓
22.	MUHAMMAD IQBAL	✓	✓	✓		
23.	MUTHLIS RIZAL FAHRURI	✓		✓		✓
24.	NOVITA SARI	✓		✓		✓

25.	RESA EFENDI	✓		✓		✓
26.	REZA ADI PRATAMA		✓	✓	✓	
27.	RIKI APRILIANO	✓	✓			✓
28.	RIKI ARDIAN	✓		✓		
29.	SUNENI	✓	✓			
	Total	21	20	18	14	16
	Percentage	72,4 %	68,9 %	62,0 %	48,2 %	55,1 %

Note : Give the thick sign (✓) to the students' activity

I.	Discriminating between sounds
II.	Recognizing words and understanding their meaning
III.	Identifying grammatical groupings of words
IV.	Identifying expressions and sets of utterances that act to create meaning
V.	Using background knowledge to predict and to confirm meaning and recalling important words and ideas

English Teacher



Metro, 2018

The Writer

Toni Alfian
St. ID 13108577

TEACHER PERFORMANCE OBSERVATION SHEET

Name : Toni alfan Subject : ENGLISH
 Day/date : Meeting : I
 Cycle : I

Give the thick (√) sign to the correct activities!

No	Teacher's Performance	(√)	Score
1	Pre-activities		
	a. Greeting	✓	8
	b. Giving motivation to the students before teaching-learning process	✓	7
	c. Apperception		
2	Core-activities		
	a. The teacher explains the material about descriptive text to know how to identify a paragraph.	✓	8
	b. The teacher explains the roles of Student dictogloss method briefly.	✓	8
	c. The teacher does tryto apply the method.	✓	7
	d. The teacher explains the students about the audio material.	✓	8
	e. The teacher asks the students who have the question about both materials.	✓	8
3	Post-activities		
	a. The teacher asks to the students to completely paragraph related to the topic.	✓	7
	b. Closing the meeting.	✓	8
	Total		69

Categories:

0 – 30 : Low Categories

31 – 50 : Fair Categories

51 – 80 : High Categories

English Teacher



Metro, 2018

The Writer

A handwritten signature in black ink, appearing to read "Toni Alfian".

Toni Alfian

St. ID 13108577

TEACHER PERFORMANCE OBSERVATION SHEET

Name : Subject :
 Day/date : Meeting :
 Cycle :

Give the thick (√) sign to the correct activities!

No	Teacher's Performance	(√)	Score
1	Pre-activities		
	a. Greeting	✓	8
	b. Giving motivation to the students before teaching-learning process	✓	8
	c. Apperception	✓	7
2	Core-activities		
	a. The teacher explains the material about narrative text to know how to identify a paragraph.	✓	8
	b. The teacher explains the roles of Student dictogloss method briefly.	✓	8
	c. The teacher does tryto apply the method.	✓	8
	d. The teacher explains the students about the audio material.	✓	8
	e. The teacher asks the students who have the question about both materials.	✓	8
3	Post-activities		
	a. The teacher asks to the students to completelya paragraph related to the topic.	✓	8
	b. Closing the meeting.	✓	8
	Total		79

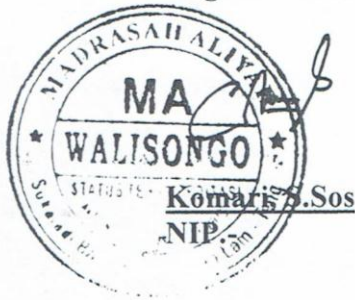
Categories:

0 – 30 : Low Categories

31 – 50 : Fair Categories

51 – 80 : High Categories

English Teacher



Metro, 2018

The Writer
















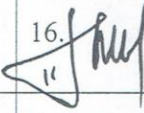
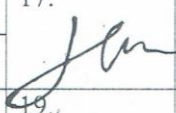

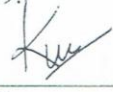

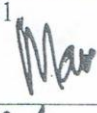
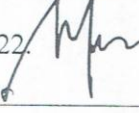


Toni Alfiah


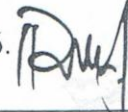
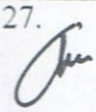
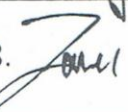

St. ID 13108577

ATTENDANCE LIST OF PRE-TEST

Class : XI B

Date : 2 Januari 2018






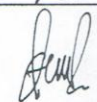








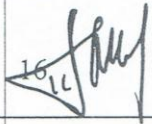

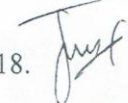

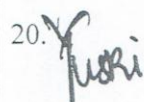
NO	STUDENTS NAME	SIGNATURE	
1.	ADE RODAYAH NUR BANTEN	1. 	2. 
2.	AGUNG SUBAKTI		
3.	AHMAD EDO APRIYANSAH	3. 	4. 
4.	AJENG MUTIARA DEWI		
5.	ALFINA NUR YANI	5. 	6. 
6.	ANITA LUSIANA		
7.	BELLA APRILIA	7. 	8. 
8.	DIAH LESTARI		
9.	DIAN GUSTOMI	9. 	10. 
10.	DIANA PUTRI		
11.	EMALIA PUTRI	11. 	12. 
12.	FATIMAH DINDA SAKINAH		
13.	FREBTIA ELOK AYUNDA	13. 	14. 
14.	HAKIM IDHAM AL FIKIH		
15.	HENDI SAPUTRA	15. 	16. 
16.	IIN LESTARI		
17.	INES WAHYUNI TS	17. 	18. 
18.	JIHAN FERNANDA		
19.	KIKI NADI NATU R	19. 	20. 
20.	M. YUSRI NANDA B		
21.	MARTINI	21. 	22. 
22.	MUHAMMAD IQBAL		
23.	MUTHLIS RIZAL FAHRURI	23. 	24. 
24.	NOVITA SARI		

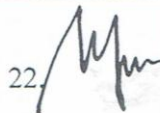
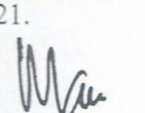
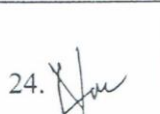

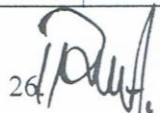
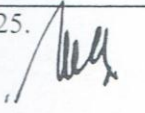
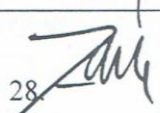
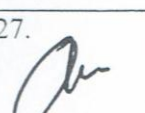

25.	RESA EFENDI	25.		26.	
26.	REZA ADI PRATAMA				
27.	RIKI APRILIANTO	27.		28.	
28.	RIKI ARDIAN				
29.	SUNENI	29.			

ATTENDANCE LIST OF TREATMENT 1

Class : XI B

Date : 4 Januari 2018
















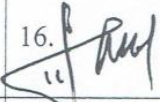
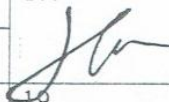
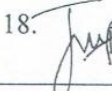

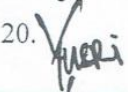
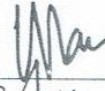
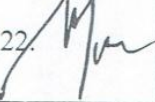


NO	STUDENTS NAME	SIGNATURE	
1.	ADE RODAYAH NUR BANTEN	1. 	
2.	AGUNG SUBAKTI		2. 
3.	AHMAD EDO APRIYANSAH	3. 	
4.	AJENG MUTIARA DEWI		4. 
5.	ALFINA NUR YANI	5. 	
6.	ANITA LUSIANA		6. 
7.	BELLA APRILIA	7. 	
8.	DAH LESTARI		8. 
9.	DIAN GUSTOMI	9. 	
10.	DIANA PUTRI		10. 
11.	EMALIA PUTRI	11. 	
12.	FATIMAH DINDA SAKINAH		12. 
13.	FREBZIA ELOK AYUNDA	13. 	
14.	HAKIM IDHAM AL FIKIH		14. 
15.	HENDI SAPUTRA	15. 	
16.	IIN LESTARI		16. 
17.	INES WAHYUNI TS	17. 	
18.	JIHAN FERNANDA		18. 
19.	KIKI NADI NATU R	19. 	
20.	M. YUSRI NANDA B		20. 


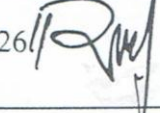



21.	MARTINI	21.	
22.	MUHAMMAD IQBAL		22.
23.	MUTHLIS RIZAL FAHRURI	23.	
24.	NOVITA SARI		24.
25.	RESA EFENDI	25.	
26.	REZA ADI PRATAMA		26.
27.	RIKI APRILIANTO	27.	
28.	RIKI ARDIAN		28.
29.	SUNENI	29.	

ATTENDANCE LIST OF POST-TEST I

Class : XI B

Date : 9 Januari 2018

NO	STUDENTS NAME	SIGNATURE	
1.	ADE RODAYAH NUR BANTEN	1. 	2. 
2.	AGUNG SUBAKTI		
3.	AHMAD EDO APRIYANSAH	3. 	4. 
4.	AJENG MUTIARA DEWI		
5.	ALFINA NUR YANI	5. 	6. 
6.	ANITA LUSIANA		
7.	BELLA APRILIA	7. 	8. 
8.	DIAH LESTARI		
9.	DIAN GUSTOMI	9. 	10. 
10.	DIANA PUTRI		
11.	EMALIA PUTRI	11. 	12. 
12.	FATIMAH DINDA SAKINAH		
13.	FREBTIA ELOK AYUNDA	13. 	14. 
14.	HAKIM IDHAM AL FIKIH		
15.	HENDI SAPUTRA	15. 	16. 
16.	IIN LESTARI		
17.	INES WAHYUNI TS	17. 	18. 
18.	JIHAN FERNANDA		
19.	KIKI NADI NATU R	19. 	20. 
20.	M. YUSRI NANDA B		
21.	MARTINI	21. 	22. 
22.	MUHAMMAD IQBAL		
23.	MUTHLIS RIZAL FAHRURI	23. 	24. 
24.	NOVITA SARI		

25.	RESA EFENDI	25.		26.	
26.	REZA ADI PRATAMA				
27.	RIKI APRILIANO	27.		28.	
28.	RIKI ARDIAN				
29.	SUNENI	29.			

PRE-TEST

40

Name : Ade Rodayah Nur Banten
Class : XI B

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Crystal Snow

The shape of snow crystal many change from one from another as the crystal passes through level of air with ~~difficult~~ Temperatures. When melting snow crystal or ~~rendrop~~ fall through very cold air, freeze to form small Particles of ice, called sleet. Group of frozen water ~~droplets~~ are called snow pellets. Under some condition, these particle may grow larger and from ~~solid~~ pieces of ice, or hail.

Snow contains much less water than rain. About fifteen centimeters of white Snow has as much water as two and one-half centimeters of ~~rain~~ about seventy six centimeters of ~~dray~~ snow equals the water in two and one-half centimeters of rain.

GOOD LUCK!

POST-TEST I

40

Name : Ade Rodaych Nur Banten
Class : XI . B

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Cars should be banned in cities

Cars should be banned in a city. As we all know, cars create pollution, and cause a lot of road dust and other accidents.

Firstly, cars, as we all know, ~~contribute~~ to most of the pollution in the world. Cars met a deadly gas that causes illness such as bronchitis, lung cancers, and 'triggers' ~~asym~~ some of these illness are so bad that people can ~~ded~~ from them.

~~Seasonly~~, a city is very busy. Pedestrian wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars today, are the biggest Killers on the road.

In ~~konclusion~~ cars should be banned from a city for the reasons listed above

GOOD LUCK!!!

POST-TEST II

Name : Ade Redayah Nur Banten
Class : XI.B

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Okay students. listen to me. I have a good story. The story is about a boy named Michael. He was ten years old. He was not very good people why? Because he didn't like doing homework. what did he like it then? oh, he liked playing in his longer time. He liked football very much. Do you know why he didn't like doing his homework? because he always made a lot of mistake when he did it.

Well, one day, his matematik teacher looked at michael's homework and found That all his homework was correct. Wow, that's a good job! of course students, the teacher was very please and surpraise So, he called Michael to his office and said to him. "Michael, you've got all your homework right this time. You're doing great. well done. Michael. Did your father help you?"

"No, sir." Michael said. "Usually my father did it for me. But last night he was very busy. He had a meeting. so, he couldn't do my homework. Then, I had to do it be myself."

PRE-TEST

50

Name : Agung Subakti
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Crystal Snow

The shape of snow crystal may change from one from another as the crystal passes through level of air with difference Temperatures. When melting snow crystal or rain fall through very cold air, freeze to form Small Particles of ice, called sleet. Group of frozen water (P) are called snow pellets. Under some condition, these particle may grow larger and from solid pieces of ice, or hail.

Snow contains much less water than rain. About fifteen centimeters of white Snow has as much water as two and one-half centimeters of rain about seventy six centimeters of dry snow equals the water in two and one-half centimeters of rain.

GOOD LUCK!

POST-TEST I

70

Name : Agung Subakti
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Cars should be banned in cities

Cars should be banned in a city. As we all know, cars create pollution, and cause a lot of road dust and other accidents.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars made a deadly gas that causes illness such as bronchitis, lung cancers, and 'triggers' asthma some of these illness are so bad that people can die from them.

Secondly, a city is very busy. Pedestrian wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars today, are the big Killers on the road.

In conclusion cars should be banned from a city for the reasons listed above

GOOD LUCK!!!

POST-TEST II

80

Name : Aquino Subakti
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Okay students, listen to me. I have a good story. The story is about a boy name Michael. He was ten years old. He was not very good people why? Because he didn't like doing homework. What did he like it then? Oh, he liked playing in his long time. He liked football very much. Do you know why he didn't like doing his homework? because he always made a lot of mistakes when he did it.

Well, one day, his mathematics teacher looked at Michael's homework and found that all his homework was correct. Wow, that's a good job! Of course students, the teacher was very pleased and surprise. So, he called Michael to his office and said to him, "Michael, you've got all your homework right this time. You're doing great, well done, Michael. Did your father help you?"

"No, sir," Michael said, "Usually my father did it for me. But last night he was very busy. He had a meeting, so, he couldn't do my homework. Then, I had to do it by myself."

PRE-TEST

60

Name : Ahmad Edo Apriyansah.
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Crystal Snow

The shape of snow crystal many change from one from another as the crystal passes through level of air with different Temperatures. When melting snow crystal or rain fall through very cold air, freeze to form big Particles of ice, called sleet. Group of frozen water drop are called snow pellets. Under some condition, these particle may grow larger and form solid pieces of ice, or hail.

Snow contains much less dry than rain. About fifteen centimeters of white Snow has as much water as two and one-half centimeters of rain about seventy six centimeters of dry snow equals the water in two and one-half centimeters of rain.

GOOD LUCK!

POST-TEST I

80

Name : Ahmad Edo Apriyansah
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Cars should be banned in cities

Cars should be banned in a city. As we all know, cars create pollution, and because a lot of road dust and other accidents.

Firstly, cars, as we all know, contribution to most of the pollution in the world. Cars make a deadly gas that causes illness such as bronchitis, lung cancers, and 'triggers' asthma some of these illness are so bad that people can death from them.

Secondly, a city is very busy. Pedestrian wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars today, are the biggest Killers on the road.

In conclusion, cars should be banned from a city for the reasons listed above.

GOOD LUCK!!!

POST-TEST II

98

Name : Ahmad Edo Apriyansah.
Class :

Read the following direction!

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. You may open your dictionary.
5. You have 20 minutes to finish your task.

Fill in the blank space with the word you hear!

Okay students, listen to me. I have a good story. The story is about a boy name Michael. He was ten years old. He was not very good person why? Because he didn't like doing homework. what did he like if then? oh, he liked playing in his longer time. He liked football very much. Do you know why he didn't like doing his homework? because he always made a lot of mistake when he did it.

Well, one day, his mathematics teacher looked at michael's homework and found That all his homework was correct. Wow, that's a good job! of course students, the teacher was very please and surprise. So, he called Michael to his office and said to him. "Michael, you've got all your homework right this time. You're doing great, well done, Michael. Did your father help you?"

"No, sir." Michael said. "Usually my father did it for me. But last night he was very busy. He had a meeting, so, he couldn't do my homework. Then, I had to do it be myself."

Table 9
The Result Of Students' Experimental Class Pre-Test At Eleventh Grade Of MA
Walisongo

	NAME	I	II	III	IV	V	SCORE
1	ARNB	20	20				40
2	AS	20		20	10		50
3	AEA	20	20			20	60
4	AMD		20	20	10		50
5	ANY	20				20	40
6	AL		20	20			40
7	BA		20	20	20		60
8	DL	20	10		20		50
9	DG	10	20	20	20		70
10	DP	10		20		20	50
11	EP	20	20		20	20	80
12	FDS	20	20		20		60
13	FEA	20		10	20	20	70
14	HIA	20	10		20		50
15	HS	10		10	20	10	50
16	IL	20	20		20		60
17	IWTS	20		20	20	20	80
18	JF	10	10		20		40
19	KNN	20	10	20		20	70
20	NYN		20		20		40
21	M	10	10	20	10		50

22	MI	20	10	20	10	10	70
23	MRF	20	20			10	50
24	NS	20		20	20		60
25	RE	20	10	10			40
26	RAP	10	20	20	20	10	80
27	RA	10	10	20		10	60
28	RA	20		20			40
29	S	20	20	10	10		60
TOTAL							1630
AVERAGE							56,20
HIGH SCORE							80
LOWEST SCORE							40

Note:

I.	Discriminating between sounds
II.	Recognizing words and understanding their meaning
III.	Identifying grammatical groupings of words
IV.	Identifying expressions and sets of utterances that act to create meaning
V.	Using background knowledge to predict and to confirm meaning and recalling important words and ideas

Table 11
The Result Of Students' Experimental Class Pre-Test At Eleventh Grade Of MA
Walisongo

NO	NAME	I	II	III	IV	V	SCORE
1	ARNB	20	20				40
2	AS	20	20	20	10		70
3	AEA	20	20	20		20	80
4	AMD	10	20	20	10	10	70
5	ANY	20		10	10	20	60
6	AL		20	20			40
7	BA	10	20	20	20	10	80
8	DL	20	10	10	20	10	70
9	DG	10	20	20	10		60
10	DP	10	10	20	10	20	70
11	EP	20	20		20	20	80
12	FDS	20	20	10	20	10	80
13	FEA	20	10	10	20	20	80
14	HIA	20	10		20		50
15	HS	20	10	20	20	10	80
16	IL	20	20	10	20	10	80
17	IWTS	20		20	20	10	70
18	JF	20	10	10	20	10	70
19	KNN	20	10	20	10	20	80
20	NYN	10	20		20		50
21	M	20	10	20	10	10	80

22	MI	20	10	20	10	10	70
23	MRF	20	20	10	10	20	80
24	NS	20	10	20	20	10	80
25	RE	20	20	10	10	10	70
26	RAP	10	20	20	20	10	80
27	RA	20	10	20	10	10	70
28	RA	20		20		10	50
29	S	20	20	20	10		70
TOTAL							2010
AVERAGE							69,31
HIGH SCORE							80
LOWEST SCORE							40

Note:

I.	Discriminating between sounds
II.	Recognizing words and understanding their meaning
III.	Identifying grammatical groupings of words
IV.	Identifying expressions and sets of utterances that act to create meaning
V.	Using background knowledge to predict and to confirm meaning and recalling important words and ideas

Table 13
The Result Of Students' Experimental Class Pre-Test At Eleventh Grade Of MA
Walisongo

NO	NAME	I	II	III	IV	V	SCORE
1	ARNB	20	20	10			50
2	AS	20	20	20	10	10	80
3	AEA	20	20	20	10	20	90
4	AMD	20	20	20	10	10	80
5	ANY	20	10	10	10	20	70
6	AL		20	20			40
7	BA	20	20	20	20	10	90
8	DL	20	20	10	20	10	80
9	DG	20	20	20	10		70
10	DP	20	10	20	10	20	80
11	EP	20	20	10	20	20	90
12	FDS	20	20	10	20	10	80
13	FEA	20	20	10	20	20	90
14	HIA	20	10	10	10	10	60
15	HS	20	20	20	20	10	90
16	IL	20	20	10	20	10	80
17	IWTS	20	10	20	20	10	80
18	JF	20	20	20	20	10	90
19	KNN	20	10	20	10	20	80
20	NYN	10	20	10	20		60
21	M	20	10	20	10	10	80

22	MI	20	20	20	20	10	90
23	MRF	20	20	20	10	20	90
24	NS	20	10	20	20	10	80
25	RE	20	20	20	10	10	80
26	RAP	20	20	20	20	10	90
27	RA	20	20	20	10	10	80
28	RA	20	20	20	10	10	80
29	S	20	20	20	10	10	80
TOTAL							2280
AVERAGE							78,62
HIGH SCORE							90
LOWEST SCORE							40

Note:


I.	Discriminating between sounds
II.	Recognizing words and understanding their meaning
III.	Identifying grammatical groupings of words
IV.	Identifying expressions and sets of utterances that act to create meaning
V.	Using background knowledge to predict and to confirm meaning and recalling important words and ideas

FIELD NOTE

Cycle		Students' Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> • Most of the students were still confuse in following the lesson. • There were some students were not ready with the new method. • Most of the students got difficulties in doing the task. • There were some students were not active during teaching learning.
	Second Meeting	<ul style="list-style-type: none"> • The students began interest in following the lesson. • Some students enjoy with the new method. • Some students could do the task easily. • Some students active in asking and answering the question during teaching and learning process. • There are some students were shocked with the post-test.
Cycle II	First Meeting	<ul style="list-style-type: none"> • Most of the students were interested in following the lesson. • The students enjoyed with the new method. • Some students could do the task easily. • Most of the students students active in asking and answering the question during teaching and learning process.
	Second Meeting	<ul style="list-style-type: none"> • Most of the students were interested in following the lesson. • The students enjoyed with the new method. • Some students could do the task easily. • Most of the students students active in asking and answering the question during teaching and learning process. • The students were not shocked with the post-test.



Bumi Ratu Nuban, January 2018
Researcher


Toni Alfian
NPM. 13108207

Documentation









CURRICULUM VITAE



The writer's name is Toni Alfian. He was born at Rajabasa lama, March 28, 1993. He is the second child of happy couple, Mr. Sabarudin and Mrs. Muntamah. I have one brother (Dodi Irawan). I was enrolled study in Elementary School at SDN 4 Labuhan Ratu East Lampung in 2000 and graduated in 2006. Then, I continued study at SMPN 1 Labuhan Ratu in 2006 and graduated in 2009.

After graduating from SMPN 1 Labuhan Ratu, I decided to continue his study in SMAN 1 Labuhan Ratu from 2009-2012. Then, IAIN Metro Lampung has become next my direction to go on his study and I was registered as a university student of English Education Departement in the academic year of 2013/2014 up to now.