

UNDERGRADUATE THESIS
THE EFFECT OF DICTOGLOSS METHOD TOWARD STUDENTS'
LISTENING ABILITY AT SMKN 3 METRO

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH
EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

**THE EFFECT OF DICTOGLOSS METHOD TOWARD STUDENTS’
LISTENING ABILITY AT SMKN 3 METRO**

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

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Kepada Yth.
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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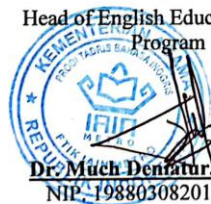
APPROVAL PAGE

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STUDENTS' LISTENING ABILITY AN EXPERIMENTAL
AT SMKN 3 METRO
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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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STUDENTS' LISTENING ABILITY AN EXPERIMENTAL
AT SMKN 3 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqsyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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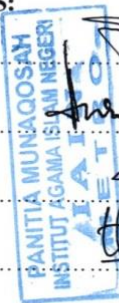
RATIFICATION PAGE

No. B-0012/IN-28-1/D/PP-00-9/01/2024

An Undergraduate thesis entitled: THE EFFECT OF DICTOGLOSS TOWARD STUDENT LISTENING ABILITY AT SMKN 3 METRO Written by Pipit Safitasari, student number 1901052026 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Friday, December 22, 2023 at 10.00-12.00 a.m.

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**THE EFFECT OF DICTOGLOSS METHOD TOWARD STUDENTS'
LISTENING ABILITY AT SMKN 3 METRO**

ABSTRACT

**By:
Pipit Safitasari**

The primary goal of this research is to know whether the effect of Dictogloss Method in students' listening ability. 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.

This research is a quantitative research, research conducted as an experiment in character and examines the association between variables. There were 499 students in the study's population. Furthermore, the experimental class in this study was XI TPE B consist 35 students, and the control class was XI TITTL A consist 35 students. The tests, also known as the pre-test and post-test, aims to evaluate how well students have learned English. Despite the fact that in this study is supporting methods are observation and documentation.

The conclusion by hypothesis result of this research that there is significant effect on the students' listening ability, it is proofed on sig (2-tailed) is obtained which can be concluded that H_0 is rejected and H_a is accepted because the sig value is $0.000 < 0.05$. So, there is a positive significant effect of Dictogloss method in listening ability in class XI SMKN 3 Metro

keyword : *Listening, Dictogloss Method, Experimental*

**PENGARUH METODE DIGTOGLOSS TERHADAP SISWA
KEMAMPUAN MENYIMAK DI SMKN 3 METRO**

ABSTRAK

Oleh:

Pipit Safitasari

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh dari metode Digtogloss terhadap kemampuan menyimak siswa. Peneliti menemukan beberapa permasalahan, diantaranya yaitu siswa tidak tertarik terhadap pembelajaran menyimak, dan siswa mengalami kesulitan memahami audio, mengidentifikasi topik serta menemukan gagasan utama disebuah teks.

Penelitian ini menggunakan penelitian kuantitatif, yaitu penelitian melakukan penelitian yang bersifat eksperimen untuk menguji hubungan antar dua variabel. Populasi penelitian berjumlah 499 siswa, sampel dari penelitian ini adalah kelas XI TPE B sebagai kelas eksperimen berjumlah 35 siswa , dan XI TITTL A sebagai kelas control berjumlah 35 siswa. Tes yang dilakukan berupa pre-test dan post-test bertujuan untuk mengevaluasi seberapa baik siswa dalam belajar bahasa Inggris. Selain itu metode pendukung lainnya adalah observasi dan dokumentasi.

Kesimpulan dari hasil hipotesis penelitian ini yaitu terdapat pengaruh yang signifikan terhadap kemampuan mendengarkan siswa, hal ini dibuktikan dengan diperoleh sig (2-tailed) yang dapat disimpulkan bahwa H_0 ditolak dan H_a diterima karena nilai sig sebesar $0,000 < 0,05$. Jadi, terdapat pengaruh positif dan signifikan dalam metode Digtogloss terhadap kemampuan menyimak siswa kelas XI SMKN 3 Metro

Kata Kunci : *Mendengarkan, Metode Digtoglos, Eksperimen*

STATEMENT RESEARCH ORIGINALITY

The Undersigned

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Study Program : English Education Study Program (TBI)

Department : Tarbiyah

States that this undergraduate thesis is originally the result of writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, 21 Desember 2023

The Researcher



Pipit Safitasari
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ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini

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Program Studi : English Education Study Program (TBI)

Departemen : Tarbiyah

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

Metro, 21 Desember 2023

The Researcher

A handwritten signature in black ink is written over a red and white revenue stamp. The stamp features the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA', '10000', and 'METERAI TEMPEL'. A serial number 'A9AKX791689870' is visible at the bottom of the stamp.

Pipit Safitasari
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MOTTO

وَقُلْ رَبِّ زِدْنِي عِلْمًا

“And pray, My Lord! Increase me in knowledge”

(Q.S Thaha: 114)

DEDICATE PAGE

This undergraduate thesis dedicated to:

1. ALLAH SWT who has helped me complete this an undergraduate thesis.
2. My beloved parents, Mr. Sobri and Mrs. Nur Hidayati, who always encourage me to do good. Thank you for all your generosity, finance, encouragement and also for your love, faith and unceasing prayers. May Allah SWT bless mom and dad.
3. My beloved family who cannot mentioned one by one. Thank you very much for your kindness, support and prayers.
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1. Prof. Dr. Hj. Siti Nurjannah, M.Ag., PIA as Rector of IAIN Metro
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7. All Classmates in English Education Department, 2019 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.

However, the research realizes that the preparation of this undergraduate thesis has not yet reached perfection. Therefore, the research expects criticism and suggestions from various parties for its perfection. Hopefully this undergraduate thesis can be useful for researchers themselves and for readers in general.

Metro. 21 Desember 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Pipit Safitarsi', written over a horizontal line.

Pipit Safitarsi
NPM. 1901052026

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of several international languages which is used by whole people in the world. People are entered mastery English language so they could communicate with the others who live in another countries. English is used and learned by every nation. English in Indonesia is taught as a subject material that should be learned in elementary school, junior high school, senior high school, and university students¹. By learning English, students are expected to understand themselves, their culture and other.

In addition, learning English helps students to express their ideas, feelings and participate in society Internationally. English is widely usage when we communicate with foreign language², some of the countries make English as their second language. That is in the case, Indonesia belonged either which utilize as a foreign language. As a foreign language learning, this language is not as easy learning Indonesia language.

There are four skills of English, one of them is listening. Listening is an important skill for people learning English because without listening it makes

¹ Elysa Hartati, "The Language Functions Used By Teachers Of Content Subjects Using English As The Medium Of Instruction (The Case of Mathematics and Science Teachers in Semesta Bilingual Senior High" 3, no. 2 (2013): 85.

² *Ibid.*

difficult for us to communicate with each other. Many students faced difficulties mastering this listening ability. They are hard to understand every word or sentence that they hear so that causes failure of communication. Listening skill, one of the abilities receiving, is a communication technique where listeners can understand, interpret and evaluate what they heard. The students who have good skill in listening will be easy to get information, knowledge, and idea from sources they heard.

Learning listening may can be bored for the student, in the order to teacher should have strategies or method to teaching listening³, cause listener need concentrate and pay attention what people say. Moreover from the problems of listening, there are many method to teach and increase listening ability in senior high school. The researcher 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. In this research the researcher will focuses on the impact of the using a dictogloss method, in this method student can hear a text directly from the teacher with the clear pronunciations. Student feel easy to understand vocabulary and communicative each other.

Furthermore, the researcher conduct prasurvey on August 2022 and the data of pre survey at SMKN 3 Metro especially in the eleven grade that are;

³ J Newton and I.S.P. Nation, *Teaching ESL EFL Listening and Speaking (Esl & Applied Linguistics Professional)*, 2009. 37

Tabel 1.1.
The Result of Pre-Survey of Students' Listening at
The eleventh grade of SMKN 3 Metro

No	Score	Frequency	Explanations	Precentages
1	86-100	20	Good	28,6%
2	71-75	16	Fair	22,8%
3	>70	34	Poor	48,6%
Total		70	100%	100%

Based on the data above, it is known students who got good and fair score in listening is 36 students (51,4%). While the number of students who got poor in listening is 34 students (48,6%).

The researcher 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 to complete the task. In this research the researcher focused on the effect of the using a dictogloss method, in this method student can hear a text directly from the teacher or native speaker with the clear pronunciations. So student can feel easy to understand vocabulary and communicative each other.

Referring from the students problem above, dictogloss method is expect to help students in the learning process especially. Therefore the researcher do a research entitled "The Effect of Dictogloss Method Toward Listening Ability At SMKN 3 Metro"

B. Identification of the Problem

Regarding the research background, the researcher formulate the following research problems :

1. The students have low abilities in listening
2. They have difficulties to identify the topic, and main idea that they heard
3. The students do not understanding meaning of word because of the different accent of speaker.
4. The students have lack motivation in learning English especially to comprehend the audio visual.

C. Problem Limitation

Based on the problem identification above that the researcher limited the research problem focusing on effectiveness dictogloss method toward student's listening ability of the eleventh grade of SMKN 3 Metro.

D. Problem formulation

Based on the background of study above and explanation of problem limitation, the researcher formulates the problem formulation, namely: Is there any positive and significant effect of using dictogloss method in students' listening ability?

E. The Objective and Benefit of Study

1. The Objective of Study

The objective of this research is to know whether dictogloss helps the students listening ability of the eleventh grade of SMKN 3 Metro.

2. Benefit of Study

It is expected to be able to provide benefits not only for researcher but also for teacher, student and other researchers :

a. For the teacher

To help teacher find out the alternative method for teaching listening through dictogloss can effect on learning process

b. For the students

The researcher hope this research can effect for students' listening ability.

c. For the other researchers

The results of this study are expected to attract other researchers conduct research on listening. Then from this research, others researchers can propose to assume several strategies, method or technique in teaching Listening. In addition, this researcher is not only reference for other researchers but the common readers too

F. Prior Research

There are several researchers who have previously conducted related research. The first research was done by Vesiljevic entitled “Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners”. The results of these study show that the dictogloss method combine conventional procedure such as tropical warm-up, explicit vocabulary instruction and possibly grammar corrections with a new type of meaning-based listening activity and cooperative learning. A dictogloss listening class embodies several important principles of language learning such as a learner autonomy, cooperation among learners, focus on meaning and self and peer-assessment.⁴

The second research was done by Huda and Rahadianto “Using Dictogloss Technique To Improve Students’ Writing Skill” The conclusion of this research is dictogloss technique can make the students more active and enjoy learning, by the teacher lists some unfamiliar vocabularies for students by writing down on whiteboard and the teacher reads the text twice. First turn, the students may listen only. It makes the students get a global feeling for the whole passage. Second turn, the students may listen and make notes. It makes the students having some details or specific information dealing with the text. And then student exchange their work each other to make correction. By this way, the students will get some corrections or information. Based on the findings above, it can be seen that

⁴ Zarona Vesiljevic “Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners” Vol. 3, No, 1 (Faculty of literature, Bunkyo University, 2010). 48.

dictogloss can improve the students' writing by allowing the students to work in a group to share their idea each other. Hence, it can help students in finding new idea.⁵

Futhermore, the third research entitled “Enhancing Students’ Vocabulary Mastery By Applying Dictogloss Technique To The Eleventh Grade Students Of Sma Deli Murni Bandar Baru In The Academic Year Of 2020/2021”. The research is conducted by Pinem, et.al., from this study investigated the dictogloss technique is an effective method for improving pupils' vocabulary knowledge since it allowed them to become more capable and engaged. Despite the fact that this method is used implemented in the classroom took a lot of time. As a result, the students' vocabulary score tests improved in both cycles after they were taught using the dictogloss method, and they also responded favorably to the learning and teaching processes when the method was used.⁶

Based on the research above, the researcher found some differences and similarities between the previous research and this research. One of the similarity is the use the variable of the research. Futhermore the difference is researcher use dictogloss to improve student listening comprehension, but the second and third prior research use dictogloss to improve writing

⁵ Moh. Choirul Huda and Piping Rahadiano, “Using Dictogloss Technique To Improve Students’ Writing Skill,” *English Community Journal* 3, no. 1 (2019): 307.

⁶ Kairos E L T Journal, “Enhancing Students’ Vocabulary Mastery By Applying Dictogloss Technique To The Eleventh Grade Students Of Sma Deli Murni Bandar Baru In The Academic Year Of 2020/2021” 5, no. 1 (2021): 48–56.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening

1. Definition of Listening

Listening is natural indication 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 Weinstock states listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.²

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.³ According to the theory above, it is clear that listening is a crucial component of learning English and a crucial skill in general for communication. People can get the goals of other people's speech by listening, and it is intended that the listeners will be able to respond appropriately.

¹ J Newton and I.S.P. Nation, *Teaching ESL EFL Listening and Speaking (Esl & Applied Linguistics Professional)*, 2009. 37.

² Mary Weinstock, "Teaching' Listening," *Education 3-13 5*, no. 1 (1977): 36.

³ Tony Lynch et al., "EFFECTIVE ENGLISH LEARNING Unit 7 : Speaking," *Effective English Learning*, no. 1 (2012): 1.

We might draw the conclusion that there are many situations in which we need to listen carefully, it takes work to listen well. As English teachers, when we are teaching listening we must prepare the students in good condition.

2. Types of Listening

Types of listening based on objective and manner in which the listener takes and respond to the process of listening. There are some types of listening ;

a) Appreciative listening

Appreciate Listening is listening for pleasure and enjoyment. It is looking for ways to accept and appreciate the other person through what they say. It is also seeking opportunity to praise, such as listening to music.

b) Critical listening

Critical listening is listening in order to evaluate a message of purposes what the speaker says, criticize or otherwise pass judgment on what someone else says based on your evaluation. It focuses on evaluating whether the messages are logical and reasonable or not.

c) Active listening

Active listening is listening in a way that demonstrates interest and encourages continued speaking. It is probably the most important listening skill because it combines the skills of listening and responding the speaker's comments, giving the speaker your personal opinion or

advice, or drawing the ownership of the conversation away from the speaker

d) Discriminative listening

Discriminative listening is the most basic form listening. It is type of listening for something specific but nothing else. It means that it does not involve the understanding of the words or phrases meaning but only the different sounds that are produced.

e) Listening Comprehension

The last, this type has similar with discriminative listening. That also is the fundamental to all sub types, but the difference is comprehension listening involves understanding and seeking meaning of the messages that are being communicated.

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.⁴ 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:

⁴ *Ibid.*,252.

a. Clustering

Speech is broken down into smaller groups of words in spoken language due to memory limitations. For instance, clustering speech into phrases will make it easier for the listener to understand the message of speech rather than keeping extremely long constituents (a whole sentence or even several sentences).

b. Redundancy

Redundancy gives student more time and more information, which aids in the meaning-processing process. By watching for the signs of it, student can train themselves to profit. The pupils initially find this confusing, but with sufficient instruction, student can learn to make use of it and other brands that offer more processing.

c. Reduced Form

While spoken language does have a lot of repetition, it also contains a lot of reduced forms. Phonological, morphological, syntactic, or pragmatic reduction are all possible. These reductions provide substantial challenges, particularly for classroom learners who might have grown up hearing the English language in its entirety.

d. Performance Variables

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

e. Colloquial Language

Students who have been exposed to Standard English or "textbook language" is sometimes surprising and difficult to handle with colloquial idioms, slang, reduced form and divided Cultural knowledge will come up in conversations at some point and spoken language occurs in both monologues and dialogues

f. Rate of Delivery

Language learners often assume that native speakers speak fast. Unlike reading that you can stop and read again, when listening, the listener does not always stop the speaker.

g. Stress, Rhythm, and Intonation

English has a lot of important prosodic features that help us understand what people are saying. English is a stress-timed language, which means that a lot of syllables come spilling out between stressed words (like questions, statements, and emphasis). But for more subtle messages, it can be helpful to understand how English speech works.

h. Interactions

Students must comprehend the value of effective conversational listeners are capable of reacting. They are skilled at negotiating meaning (to give a topic) so that the process. feedback to clarify, to maintain rather than failing due to inadequacy, of comprehension can be interaction.

The listener has a lot of difficulties understanding what is being said. The issues are split into spoken language difficulties and word level issues. Therefore, if students want to understand what they hear clearly, they must be well-versed in these aspects

4. Listening Activities

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.⁵

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.⁶

b. While-listening Activities

Participants in the listening process are more likely to interpret the speaker's nonverbal clues and verbal cues to create clear and correct meaning, the students check and revise their guesses as they listen. They

⁵ Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language Teaching and Research* 2, no. 5 (2011): 977–988. no. 5 (2011), 982.

⁶*Ibid.*, 282.

base their conclusions and perceptions on what they heard., students may be asked to write down important words by their listening teacher so they may identify the text's primary ideas

While listening classes typically have one or more of the following goals: to increase students' understanding of the speaker's language and ideas; to draw their attention to specifics like the speaker's organizational patterns; to foster critical thinking among students about the speaker's ideas and language use. The next activity might be an open-ended one that gives students the option to develop listening comprehension in class while talking about their daily lives and asking for more information. In order for students to build on their prior knowledge and skills with activities created on the same principles, listening comprehension should start with what they already know.⁷

c. Post-listening Activities

Post-listening activities are crucial because they help students improve their listening skills. The best post-listening activities are those that are carried out right away following the listening experience. Well-designed post-listening exercises give students the chance to relate what they have heard to their own thoughts and experiences while fostering interpretive, critical, and reflective listening. Additionally, post-listening activities give teachers the chance to evaluate and verify students'

⁷ *Ibid.*, 283.

understanding, as well as to further students' comprehension beyond the literal level to the interpretive and critical levels.

The entire class can listen to the audio again if any questions remain after the first or second listening, as well as following the knowledge swap exercise. Instead of the teacher giving a direct response to queries that they have not previously comprehended, students will next attempt to find the answers.⁸

5. Components of Listening

The researcher concludes that there are many component to influence listening comprehension score, and the researcher choose some keys to determine of listening score. Some assessment elements of listening are as follows:

1. Discriminating between sounds
2. Recognizing words and understanding their meaning
3. Identifying grammatical groupings of words
4. Identifying expressions and sets of utterances that act to create meaning
5. Using background knowledge to predict and to confirm meaning and recalling important words and ideas⁹

⁸ *Ibid.*

⁹ Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *The Criterion: An International Journal in English* 12, no. 1 (2013). 2.

6. Factors Affecting Listening

Some factors affecting listening:

- 1) The characteristic of listener that is included the working of listener's memory, strategy, experience, and anxiety.
- 2) The characteristic of material that is to be listened. It is relating to the length, complexity, organization, and auditory of the material.
- 3) The characteristic of the testing condition that is include of the limit time when doing the test. While, the other factors that affecting listening. First, the listener can improve their listening ability when they are interested to the topic. If the listeners are interested in the topic it will make them easier to listen to the topic that the speaker delivers. The listeners also can bring the topic discussion with relating lesson those are familiar with to make them easy to understand the lesson.
- 4) Speaking style means the manners in which people speak have an effect on listening. It may be difficult to keep up and understand the lesson if you use the fast rate speech in improving your listening ability. It will be better if you use the slow rate and speaking distinctly in order to focus on the content of the lesson.
- 5) Visual input means that the listener can be supported to listen to new information by the aid of listening, for example watching movies. It

will help the listener who has poor listening ability to know and understand the new information by watching.

B. The Concept of Dictogloss Method

1. The Definition of Dictogloss Method

Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. 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 but in fact is quite distinct from dictation in both procedure and objectives.¹⁰

Dictogloss is classroom research dictation activity where the learner listen to a passage, note down the key words and then work together to create a reconstruct the version text. The task of reconstruction the text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and words and independent upon small group interaction since the students do not work alone in the

¹⁰ Ruth Wajnryb. *Resource Book for Teacher* (Oxford University Press, New york. 1990), 5.

reconstruction, but pool their key words and understanding to complete the task.

Dictogloss is commonly used as a technique for teaching writing because it is very helpful to practice writing activities. The proposes of dictogloss also promotes integration within the language curriculum, as all four language skills – listening, speaking, reading, and writing - are utilized. Dictogloss is a listening activity in which the learners recreate a short passage spoken by the teacher a number of times. So it can be concluded that dictogloss is not only effective for teaching writing but also for listening. Dictogloss also offers a unique blending of teaching listening ability 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.¹¹

In fact dictogloss represents a major shift from traditional dictation.¹² The researcher 's concluded the from the above explanation various factors which influence there are the listening ability score, and the researcher selects some keys to determine the listening score. When used closely, dictogloss embodies sound language teaching principles such as learner autonomy, peer

¹¹ Zorana Vasiljevic. *English Language Teaching*. Faculty of Literature, Vol. 3, No 1 (Bunkyo University, Japan. 2010), 41.

¹² George Jacob. *Combining dictogloss and cooperative learning to promote language*. *The Reading Matrix* Vol.3. No.1 (April 2003), 2.

cooperation, curriculum integration, focus on meaning, variety, thinking skills, alternative assessment, and teachers as co-learners. It was discovered that the dictogloss method's process involves both language decoding dialog and language encoding or reconstruction, which improves students' listening and communication skills.

2. Variations of Dictogloss

According to Jacobs and Small, there are many variations on Dictogloss in learning activities.¹³ They are as follow:

a. Standard Dictogloss

The subject of the upcoming text is discussed in class. Students have some background knowledge on this subject, and hopefully they are interested. The text type, such as narrative, procedure, or explanation, as well as the intent, design, and linguistic characteristics of that text type, may be discussed in class as well. Students take notes as the teacher reads the text commonly. Students are trying to record every word that is said. However, they are unable to do so because the teacher reads aloud at a regular speed.

The original text is displayed on an overhead projector or presented identify the students in another way, and the students and

¹³ G Jacob and John Small, "Combining dictogloss and cooperative learning to promote language", *The Reading Matrix*, Vol.3. No.1 (April 2003), 2.

teachers the differences in terms of meaning and form between their text reconstruction and the original

b. Dictogloss Negotiation

In Dictogloss negotiation group members discuss what they heard when the teachers has finished reading. Students discuss after section of text has been read.

c. Students-Controlled Dictation

Students use the teacher as they would a tape recorder in students-control dictation. They can request to stop, go back, rewind, skip a head, and fast-forward, in other words. While using Dictogloss, students should keep in mind that the goal is to create an appropriate reconstruction, not a photocopy

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. Student-Student Dictation

This variation of dictation gives the students a chance to have cooperative learning. The text will be read divided as much as the group of students. When they return to their original groups, they alternate between reading each other's parts and taking notes with the other group members.

After that, they reconstruct the text with their partners while maintaining silence during the construction of their own part.

f. Scramble-Sentence

Dictogloss It is more difficult to implement this kind of method in the classroom. The sentence from the text that will be read is scrambled by the teacher. After the teacher has read it aloud to the class, the students must arrange the sentences correctly before re-creating the text.

g. Elaboration Dictogloss

Students in the Elaboration Dictogloss go beyond what they hear to not only recreate but also to improve a text.

h. Dictogloss Opinion

Images that describe the text that the teacher has read are the main aims for this activity. After reading the text, the students draw. The pictures will then be contrasted with the original. Students can also use this method by recreating the text first, then drawing what they have read.

3. The Stages In The Procedure of Dictogloss

Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. There are four stages in the dictogloss procedure, there are.¹⁴

¹⁴ Ruth Wajnryb. Resource Book for Teacher (Oxford University Press, New York. 1990),

- 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 analyze and correct their text

4. Advantages and Disadvantages of the Dictogloss Method

The dictogloss method offers several advantages over other methods of teaching listening ability.¹⁵

a. Advantages of Dictogloss Method

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

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

¹⁵ J Newton and I.S.P. Nation, *Teaching ESL EFL Listening and Speaking (Esl & Applied Linguistics Professional, 2009)*, 45.

vocabulary which is presented in unfamiliar collocations and constructions, and when there is opportunity for repetition of the material. So the researcher can conclude that the disadvantage of dictogloss method is unfamiliar collocations and constructions are confusing the students.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

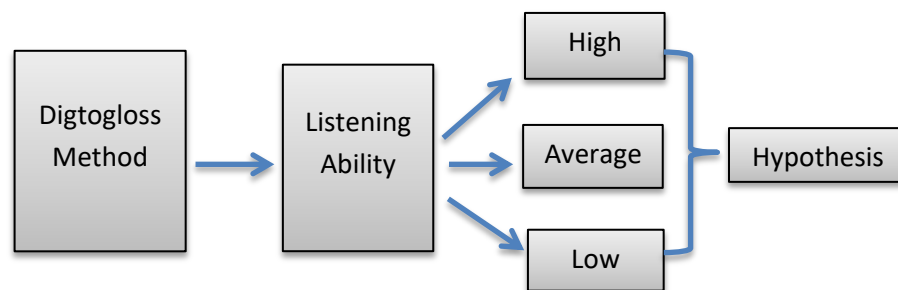
Theoretical Framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate. Therefore, there are influencing variable and effect variable. Influencing variable is as independent variable (X) and effect variable is as dependent variable (Y)

In this study there are two variables, the independent variable is dictogloss method and the dependent variable is student's listening ability. Dictogloss method is a some factor that affects a language learning process, especially in student's listening ability. The problem which is faced by the students in listening is difficult to understand of the meaning. In other word, the students have lack of vocabulary and often felt bored in learning activities. So, the researcher tries to offer a dictogloss method on students' listening ability. Student will be more fun and active in the teaching learning process. So the students will be easy to understand about what the people said,

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follow:

Figure 1
The Effect of Dictogloss Method Toward Students' Listening Ability
An Experimental At SMKN 3 Metro



Based on the theoretical above the researcher describes the paradigm we can see that if the students' have high score its mean that between students dictoglos method and listening ability have a positive and significant correlation. Then, if the students' have a average score its meant that students' dictoglos method and listening ability have a flat correlation and if the students' have a low score its mean that between students' dictoglos method and listening ability not have a positive and significant correlation.

D. Hypothesis

Two types of hypotheses which you should be familiar are the null hypothesis (H_0) and the alternate (H_a) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups. The criteria of the test of hypotheses as follow:

- a. H_0 : Dictogloss method is not effect toward students' listening ability at the eleventh grade of SMKN 3 Metro in the academic year 2022/2023
- b. H_a : Dictogloss method is effect toward students' listening ability at the eleventh grade of SMKN 3 Metro in the academic year 2022/2023

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The researcher would be conducting quantitative research with experimental design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).¹ There are many kinds of experimental such as pre experimental, true-experimental, and quasi experimental. This research used quasi experiment. A quasi experiment is a type of research design in which it has at least two sample groups—the experimental sample group, which provides treatment, and the control sample group.

Furthermore, because this research uses a pretest before treatment, the researcher applies two sets of pretest and post-test designs. As a result, the results of the treatment can be discovered to be more accurate, allowing for comparing with the pre-treatment situation. Additionally, the purpose of the pretest and posttest was to determine the impact of employing the dictogloss method on the students' listening ability.

Additionally, a pre- and post-test conducted to determine the progress made before and after treatment, this research will be experimented at eleventh grade of SMKN 3 Metro.

¹ Daniel Mujis, *Doing Quantitative Research In Education* (London: Sage Publication, 2004),1.

B. 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. This method uses in a small group, the dictogloss method gives opportunity to the students to practice how to be good to listening ability. This research will be investigated in the eleventh grade of SMKN 3 Metro.

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 ability, the effcet of student listening ability can be seen after using dictogloss method.

C. Population, Sample and Sampling Technique

1. Population

Population is the total membership of a defined class of people, object, or events.² Population is the all of the whole consisting of individuals or even units to be studied, the population of this research is the students at eleventh grade of SMKN 3 Metro that are 499 students in this population they are eleventh grade of SMKN 3 Metro students.

2. Sample

A sample is an amount of the population that will be selected for the experiment's measurements. The sample of this research defined into two classes of eleventh grade of SMKN 3 Metro, it was TPE B (*Teknik Mesin*) class consist 35 and TITL A (*Teknik Instalasi Tenaga Listrik*) class consist 35. The first class was TPE B as an experimental class and the second was class TITL as a control class, therefore, there are 70 students in this sample.

3. Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. The researcher will use cluster random sampling because aiming to test each subject would be costly, time-consuming, and perhaps impossible.

² Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 12.

D. Data Collection Method

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

1. 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.

2. Test

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

a. Pre- test

The Pretest was gave to the students before treatment which dictogloss method. There were multiple choice and essay questions were gave.

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 effective the listening ability.

3. Documentation

Documentation is a way that use a written source such as private documents and public documents, like official report. Document is very important to collect data which is required 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.

E. Research Instrument

Research instrument is a mechanism or a tool that by researcher to measuring phenomena. The existence of instrument used to gather and record information for assessment, decision making, and ultimately understanding.³ Thus, research instrument is helping tool of method in collecting data. The research instrument that used in this research is bellow:

1. Instrument Blueprint

To obtain data that interrelated with the research problem, the researcher used a written test instrument in this study. It include pre-test and post-test, the researcher use Pre-test before treatment as a control and post-test after treatment as an experimental. Here is the blue print:

- a) The instrument used in observation method is observation guidance, as follow; 1) Observation the location sketch of SMKN 3 Metro; 2)

³ David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007),26

Observation the condition of learning facility of SMKN 3 Metro; 3)

Observation about infrastructure of SMKN 3 Metro..

- b) The instrument which used documentation method is documentation guidance, as follow, 1) Documentation about condition of the teachers and officials in the SMKN 3 Metro; 2) Documentation about the students of SMKN 3 Metro.
- c) The instrument used in test in this research, it is included the pre-test and post-test about English learning result. For more complete data look at appendix.

2. Instrument Calibration

Instrument calibration is the measurement scale used determine the standard instruments used. Therefore, researchers use standard tests in post test namely multiple choice, fill in the blanks, and essays. total number the test is a 5 question task form. The score of the correct answer of each question is 1 and the total of the score is 100.

F. Data Analysis Method

To find out whether there is a positive and significant influence dictogloss method on students' listening ability in eleventh grade in SMKN 3 Metro, researcher analyzed the pre-test results and post-test using the t-test or Mann-Whitney test assisted by SPSS (Statistical Package for the Social Sciences).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMKN 3 Metro

SMKN 3 Metro is located in Metro City education. In addition to areas directly adjacent, there are also some schools, universities, and offices adjacent to SMK 3 Metro like the Office of Education, Culture, Youth and Sports (Disdikbudpora) Metro City, *Puskesmas* East Metro, University of Muhammadiyah Metro, State Islamic Institute (IAIN) of Jurai Siwo Metro, and several other schools. SMKN 3 METRO is over the functions of SMP Negeri 7 Metro once the State over the functions of ST Metro is located at Jln. Kemiri Campus East Metro Mulyo 15A procession. ST Metro State is the only State Technical School in Central Lampung, which was founded in 1959 with the name of the State School of Crafts (SKN).

Based on the Minister of Education and Culture, number: B.3 / N / KEJ / 1959 dated January 17, 1959. On 1963 renamed the School of Engineering Pathways Affairs. Then, based on the Minister of Education Republic of Indonesia Number: 115 / Dep.B.L / 65 changed into State schools are based SK Engineering Education Minister of the Republic of Indonesia Number: 067/0/1994 / April 2, 1994 conversion to SMP Negeri 7 Metro. First received

vocational students on July 12, 2002 (Anniversary of SMK 3 Metro), and by decree of the mayor of Metro number: 10 / KPTS / D-3/2003 dated February 10, 2003 to SMKN 3 METRO until now. Expertise programs developed at SMKN 3 Metro include:

- 1) Construction and Property Engineering
- 2) Computer and Network Engineering
- 3) Mechanical Engineering
- 4) Beauty Engineering
- 5) Electrical Installation Engineering
- 6) Multimedia
- 7) Fashion
- 8) Modeling Design and Building Construction
- 9) Software Engineering

b. School Identity

Number of School : 10807614

Name of School : SMKN 3 METRO

Postal Code : 34111

Geographic Position : -5.206667 Latitude, 105.3394 longitude

Accreditation : A

Moreover, the principals of SMK N 3 Metro as follows:

- 1) Drs.Kayadi (2001-2008)
- 2) Suindriyati, S.Pd (2008-2020)

3) Erlian Eka Damayanti, S.Kom.,M.Ti (2020 - until now.)

2. Vision and Mission of SMKN 3 Metro

VISION

To Create Competent, characterized by Pancasila, and Professional Students by 2025

MISSION

In order to realize the vision, SMKN 3 Metro has prepared the following mission:

- 1) Implementation of information technology-based learning, implementation of school management based on information technology.
- 2) Develop faithful behavior, fear of the Lord, and be noble, global, mutual cooperations, self-reliant, critical and creative.
- 3) Develop a link and super match with the world of work Create a working-cultural learning environment.
- 4) Develop the spirit of entrepreneurship.

SMKN 3 Metro is currently led by Erlian Eka Damayanti, and has 85 teachers, and 24 staff and adminisators.

In the 2023/2024 Academic Year, the number of students at SMKN 3 Metro was recorded at 1513 students. It is known from the data that the number of students male 957, and female 556 students. In supporting education, the

existence of good infrastructure and facilities is very necessary. Since its establishment until now, SMKN 3 Metro has at least 34 classrooms, 30 toilets, 8 warehouses, 2 libraries, principal's room, 11 teacher's rooms, administration room, computer laboratory, biology laboratory, UKS room, school yard, and 2 praying rooms.

B. Result of the Research

The data were obtained from the result of the listening test in pre-test and post-test. There were 74 students from two classes. Both the Experimental class and control class were given exercises in the pre-test to know the students' prior scores in listening skill. The test was calculated based on the indicators in the rubrics assessment. After the pre test had been carried out, the treatment was given to the experimental class and control class. The experimental class was taught using dictogloss method and for control class was taught using textbook.

1. Description of Research Data

a. The Students Pre-test Result of XI TPE B (Experimental Class)

The researcher conducted pre-test on 23th, October 2023. It was done to find out the students' basic knowledge towards test of listening ability before giving treatment. The result of pre test in experimental class could be seen as follows:

Table 4.1
The Result of Pre-Test (Experimental Class) in Listening Ability at
the Eleventh Grade of SMKN 3 Metro

No	Name	Post-test score	Explanation
1.	AA	35	Poor
2.	ACV	55	Poor
3.	AJ	50	Poor
4.	AR	45	Poor
5.	AK	60	Poor
6.	AAD	35	Poor
7.	AGR	60	Poor
8.	AT	50	Poor
9.	FB	35	Poor
10.	DKS	60	Poor
11.	DAP	30	Poor
12.	DP	55	Poor
13.	DM	45	Poor
14.	DF	50	Poor
15.	DA	30	Poor
16.	HR	35	Poor
17.	HF	35	Poor
18.	MNA	30	Poor
19.	MZA	35	Poor
20.	MSF	30	Poor
21.	NRR	55	Poor
22.	NAN	55	Poor
23.	RCZ	45	Poor
24.	RRA	55	Poor
25.	RP	65	Poor
26.	RG	50	Poor
27.	SU	30	Poor
28.	SR	50	Poor
29.	SFF	20	Poor
30.	SJ	25	Poor
31.	RBH	45	Poor

No	Name	Post-test score	Explanation
32.	VRS	50	Poor
33.	WDS	40	Poor
34.	YH	30	Poor
35.	ZZG	60	Poor
TOTAL		1535	
AVERAGE		43,9	
LOWEST SCORE		20	
HIGHEST SCORE		65	

The test was followed by 35 students. The highest score was 65 and the lowest score was 20 with the total score 1535 and average 43,9. Based on the data, the researcher measured the class interval.

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 65 - 20$$

$$= 45$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95$$

$$= 6$$

$$I = \frac{R}{K}$$

$$= \frac{45}{6}$$

$$= 7,5 = 8$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

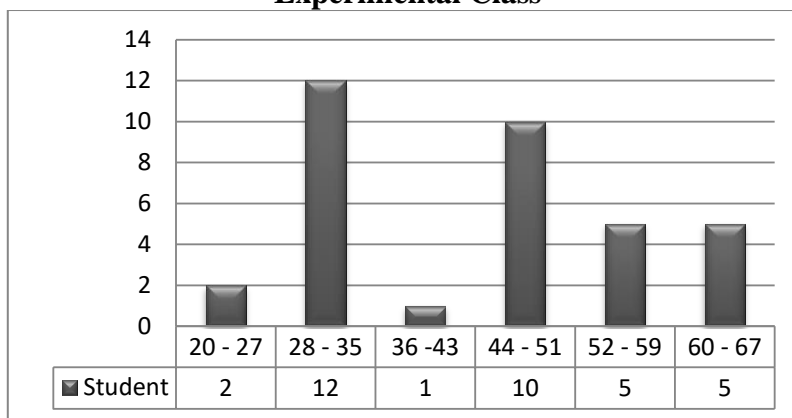
The total of class interval of this result pre-test was 8. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 4.2
Frequency Distribution and Percentage Pretest Results
Experimental Class

Interval	Pre-test (Experimental Class)	Percentages
20 - 27	2	5,7%
28 - 35	12	34,3%
36 - 43	1	2,8%
44 - 51	10	28,6%
52 - 59	5	14,3%
60 - 67	5	14,3%
Total	35	100%

The researcher put on data into graphic, as follow:

Graph 4.1
Frequency Distribution Pre-test Results
Experimental Class



In addition, based on the frequency distribution table above, it can be concluded that, towards 35 students as the sample of the research data revealed that 2 students got the score between 20 – 27 or as 5,7 %. Next, there were 12 students got the score between 28 – 35 or as many as 34,3 %. There were 1 students who got the score between 36 – 43 or in the other words 2,9 %, meanwhile, there were 10 students who got the score between 44 – 51 or as 28,6 %. Besides, there were 5 students who got the score between 52 – 59 or as many as 14,3 %. The last, there were 5 students who got the score between 60 – 67 or as many as 14,3 %.

b. The Students Post-test Result of TPE B (Experimental Class)

After considering the pre-test result of listening test, the researcher conducted the treatment of dictogloss method to help the students getting better understanding of listening ability. After treatment with dictogloss method the students in XI TPE B they must had understood already, the researcher gave the post-test to measure their listening ability. The result of post-test can be seen below:

Table 4.3
The Result of Post-Test (Experimental Class) in Listening Ability at the Eleventh Grade of SMKN 3 Metro

No	Name	Post-test score	Explanation
1.	AA	85	Good
2.	ACV	85	Good
3.	AJ	90	Good
4.	AR	85	Good
5.	AK	85	Good
6.	AAD	70	Fair
7.	AGR	70	Fair
8.	AT	75	Good
9.	FB	85	Good
10.	DKS	75	Good
11.	DAP	80	Good
12.	DP	90	Good
13.	DM	70	Fair
14.	DF	70	Fair
15.	DA	75	Good
16.	HR	80	Good
17.	HF	75	Good
18.	MNA	75	Good
19.	MZA	85	Good
20.	MSF	80	Good
21.	NRR	70	Fair
22.	NAN	90	Good

No	Name	Post-test score	Explanation
23.	PYP	85	Good
24.	RRA	85	Good
25.	RP	65	Good
26.	RG	75	Good
27.	SU	75	Good
28.	SR	80	Good
29.	SFF	70	Fair
30.	SJ	75	Good
31.	RBH	75	Good
32.	VRS	85	Good
33.	WDS	75	Good
34.	YH	75	Good
35.	ZZG	75	Good
TOTAL		2760	
AVERAGE		78,9	
LOWEST SCORE		70	
HIGHEST SCORE		90	

The test was followed by 35 students. The highest score was 90 and the lowest score was 70 with the total score 2760 and average 78,9. Based on the data, the researcher measured the class interval.

$R = \text{the highest score} - \text{the lowest score}$

$$= 90 - 70$$

$$= 10$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95$$

$$= 6$$

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{10}{6} \\
 &= 1,7 = 2
 \end{aligned}$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

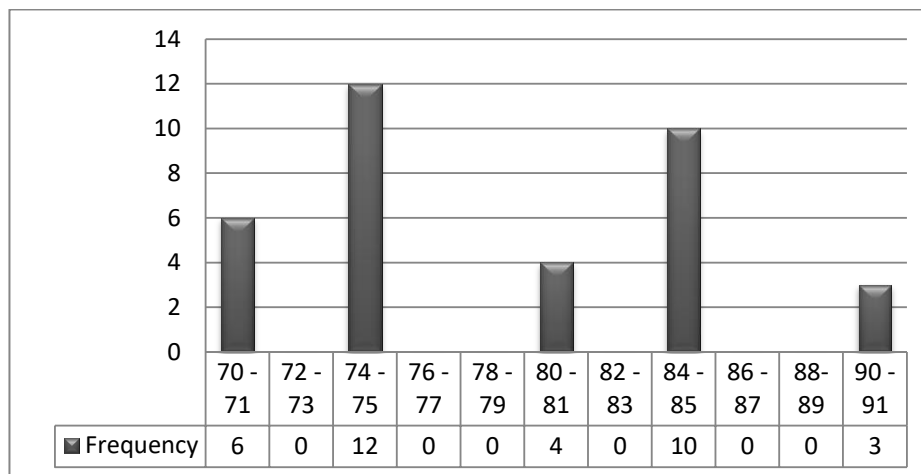
n : Total of students

The total of class interval of this result post-test was 2. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 4.4
Frequency Distribution and Percentage Post-test Results
Experimental Class

Interval	Post-test (Experimental Class)	Percentages
70 - 71	6	17,1%
72 - 73	0	0%
74 - 75	12	34,3%
76 - 77	0	0%
78 - 79	0	0%
80 - 81	4	11,4%
82 - 83	0	0%
82 - 83	10	28,6%
86 - 87	0	0%
88 - 89	0	0%
90 - 91	3	8,6%
Total	35	100%

Graph 4.2
The Result of Post-Test (Experimental Class) in Listening Ability
at the Eleventh Grade of SMKN 3 Metro



Then on the post-test result data above, it can be seen that the results of the listening ability test can be divided that:

1. For the class interval of 70 - 71, there were 6 students or 17,1%.
2. For the class interval of 72 - 73, there were 0 student or 0%.
3. For the class interval of 74 - 75, there were 12 students or 34,3%
4. For the class interval of 76 - 77 and 78 - 79, there were 0 student or 0%.
5. For the class interval of 80 - 81, there were 4 students or 11,4%
6. For the class interval of 82 - 83, there were 0 student or 0%.

7. For the class interval of 82 - 83, there were 10 students or 28,6%.
8. For the class interval of 86 – 87 and 88 - 89 , there were 0 student or 0%.
9. For the class interval of 90 - 91, there were 3 students or 8,6%

c. The Students Pre-test Result of TITL A (control Class)

The researcher conducted pre-test on 23th, October 2023. It was done to find out the students' basic knowledge towards test of listening ability before giving treatment. The result of pre test in control class could be seen as follows:

Table 4.5
The Result of Pre-Test (Control Class) in Listening Ability at the Eleventh Grade of SMKN 3 Metro

No	Name	Pre-test score	Explanation
1.	AA	70	Fair
2.	AMA	55	Poor
3.	AH	65	Poor
4.	AK	60	Poor
5.	AF	60	Poor
6.	BA	40	Poor
7.	AGR	55	Poor
8.	AT	55	Poor
9.	FB	55	Poor
10.	FFA	60	Poor
11.	DA	45	Poor
12.	DO	65	Poor
13.	DR	60	Poor
14.	EK	50	Poor
15.	FWR	40	Poor
16.	IR	60	Poor

17.	HF	70	Fair
18.	MAD	55	Fair
19.	MAS	65	Poor
20.	MZ	60	Poor
21.	NR	60	Poor
22.	NFR	40	Poor
23.	OTS	55	Poor
24.	RRA	55	Poor
25.	RP	55	Poor
26.	RG	60	Poor
27.	SU	45	Poor
28.	TKZ	65	Poor
29.	TQ	60	Poor
30.	SJ	50	Poor
31.	RBH	40	Poor
32.	VRS	60	Poor
33.	WDS	70	Fair
34.	YF	55	Poor
35.	ZR	65	Poor
TOTAL		2110	
AVERAGE		60,3	
LOWEST SCORE		40	
HIGHEST SCORE		80	

The test for 35 students in control class it was completed. The average score was 60,3 for the total score was 2110, maximum score was 80 and the minimum score was 40. The class interval was measured by the researcher using the data:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 80 - 40 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 35
 \end{aligned}$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,7 = 7$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

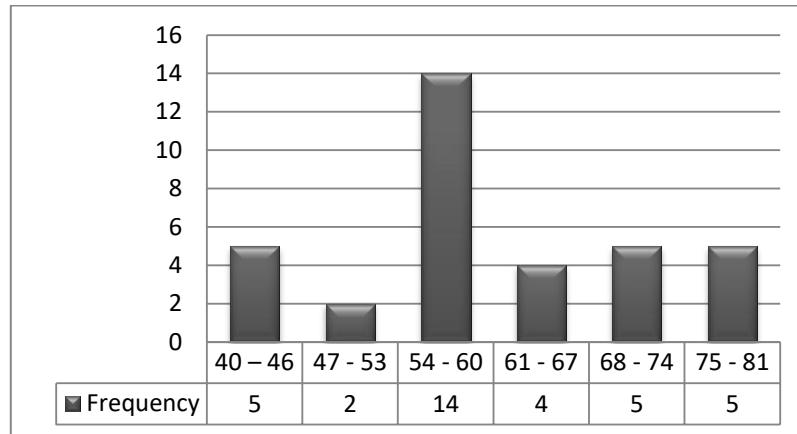
The total of class interval of this result pre-test was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 4.6
Frequency Distribution and Percentage Pretest Results
Control Class

Interval	Pre-test (Control Class)	Percentages
40 – 46	5	14,3%
47 - 53	2	5,7%
54 - 60	14	40,0%
61 - 67	4	11,4%
68 - 74	5	14,3%
75 - 81	5	14,3%
Total	35	100%

The researcher put on data into graphic, as follow:

Graph 4.3
Frequency Distribution Pre-test Results
Control Class



Additionally, it can be seen from the frequency distribution table that only 5 of the 35 students achieved the higher score of 80 or just over as 14,3%, 5 students received scores in the 40–46 or 14,3%. Later on, 2 students obtained a score ranging from 47 – 53, up to 5.7%. 4 students got the score between 61 – 67, or as many as 11,4%, while 14 students got the score between 54 – 60, or as many as 40%. Additionally, 5 students, or as many as 14,3% of the total, received scores in the range of 68 – 74. In the previous, there were five. The last, there were 5 students who got the score between 60 – 67 or as many as 14,3 %.

d. The Students Post-test Result of TITL A (control Class)

The post-test was administered by the researcher to measure students' in listening ability with different types of questions. The post-test result can be determined as follows:

Table 4.7
The Result of Post-Test (Control Class) in Listening Ability at the Eleventh Grade of SMKN 3 Metro

No	Name	Post-test score	Explanation
1.	AA	90	Good
2.	AMA	70	Fair
3.	AH	65	Poor
4.	AK	70	Fair
5.	AF	75	Good
6.	BA	65	Poor
7.	AGR	70	Fair
8.	AT	70	Fair
9.	FB	75	Good
10.	FFA	65	Poor
11.	DA	70	Fair
12.	DO	80	Good
13.	DR	70	Fair
14.	EK	65	Poor
15.	FWR	75	Good
16.	IR	75	Good
17.	HF	80	Good
18.	MAD	80	Good
19.	MAS	80	Good
20.	MZ	70	Fair
21.	NR	65	Good
22.	NFR	80	Good
23.	OTS	70	Fair
24.	RRA	65	Poor
25.	RP	70	Fair
26.	RG	65	Poor
27.	SU	65	Poor

28.	TKZ	75	Good
29.	TQ	75	Good
30.	SJ	70	Fair
31.	RBH	75	Good
32.	VRS	75	Good
33.	WDS	75	Good
34.	YF	75	Good
35.	ZR	70	Fair
TOTAL		2505	
AVERAGE		71,6	
LOWEST SCORE		65	
HIGHEST SCORE		90	

The test was completed by 35 students. With a total score 2505 and an average of 71.6, the highest score was 90 and the lowest was 65. The researcher calculated the class interval using the data.

$R = \text{the highest score} - \text{the lowest score}$

$$= 90 - 65$$

$$= 25$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 \times 1,5$$

$$= 5,95 = 6$$

$$I = \frac{R}{K}$$

$$= \frac{25}{6}$$

$$= 4,1 = 5$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of student

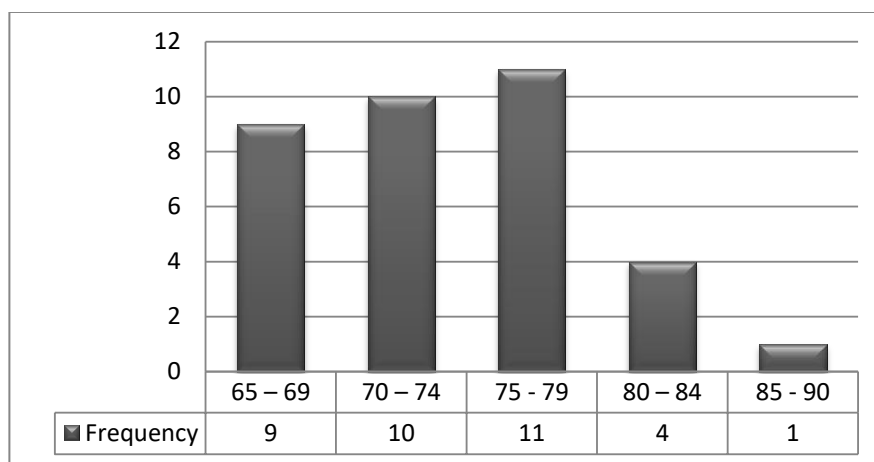
The total of class interval of this result post-test was 5. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 4.8
Frequency Distribution and Percentage Post-test Results
Control Class

Interval	Post (Control Class)	Percentages
65 – 69	9	25,7%
70 – 74	10	28,6 %
75 – 79	11	31,4 %
80 – 84	4	11,4%
85 – 90	1	2,9 %
Total	35	100%

The researcher put on data into graphic, as follow:

Graph 4.4
Frequency Distribution Post-test Results
Control Class



Then on the post-test result data above, it can be seen that the results of the listening ability test can be divided that:

1. For the class interval of 65 – 69, there were 9 student or 25,7%
2. For the class interval of 70 - 74, there were 10 students or 28,6%
3. For the class interval of 75- 79, there were 11 student or 31,4%.
4. For the class interval of 80 - 84, there were 4 students or 11,4%
5. For the class interval of 85 - 90 there were 1 student or 2.9%.

e. Result of Listening Ability Test Students Experimental Class by Using Dictogloss Method and Control Class SMKN 3 Metro

Based on previous results, the average result of the listening ability test of the experimental class was 47.54 for the pretest and 84.14 for the posttest after the treatment, while the average outcome of the control class listening abilities test was 44.81 for the Pretest and 76.54 for posttest.

In order to determine the percentage of the average increase in the skill test results on both sides of the experimental and control class, the researcher presented the percent of the mean value of the increase in experimental test results experiment students of class XI TPE SMKN 3 Metro seen from the results of the pretest and posttest of experimental class as follows:

Average pre-test Class = 43,9

Average post-test Class = 78,9

$$\begin{aligned}
 P &= \frac{X_2 - X_1}{X_2} \times 100\% \\
 &= \frac{78,9 - 43,9}{78,9} \times 100\% \\
 &= \frac{35}{78,9} \times 100\% \\
 &= 44,4\%
 \end{aligned}$$

So, the average increase in the listening ability test in the control class is 44,4%.

Next, in order to know the percentage of the average increase in the result pretest and post-test in control class, the researcher presented the percent of the mean value of the increase in control class XI TITL A SMKN 3 Metro as follows:

Average pre-test control class = 60,3

Average post-test control class = 71,6

$$\begin{aligned} P &= \frac{Y_2 - Y_1}{Y_2} \times 100\% \\ &= \frac{71,6 - 60,3}{71,6} \times 100\% \\ &= 15,8\% \end{aligned}$$

So, the average increase in the listening ability test in the control class is 15,8%.

2. Hypothesis Testing

Differences in Effective Learning Outcomes in the XI TPE B (Experimental Class), and XI TITL A (Control Class)

a. Normality Test

Normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance), and based on result data Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS application can be concluded that:

Table 4.9
Normality Test In Experimental Class and Control Class

Normality Tests							
	Class	Kolmogorov-Smirnov*			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	Df	Sig.
Result	Post-test Experimental Class	.240	35	.000	.882	35	.001
	Post-test Control Class	.176	35	.008	.939	35	.050
a. Lilliefors Significance Correction							

For normality testing, with the Kolmogorov- Smirnov in the experimental class data obtained sig. 0.00, for class control obtained 0.008. In the Shapiro-Wilk test for experimental class data sig value is obtained. 0.001, for control class data got 0.050. Test results the normality of the experimental and control class was sig = 0.000 < 0.05. so that data has been collected is not normally distributed. And for result normality in control class is normally distributed because sig = 0.050 > 0.05.

b. Homogeneity Test

The homogeneity test is performed on the pretest-posttest to find the similarity of the listening ability test results of both classes before and after the application of both learning treatment. The previously defined level of significance is $\alpha = 0.05$, based on the data processing results of SPSS. After

done test normality, test precondition furthermore done test homogeneity.

As for the result is as follows

Table 4.10
The Result Test of Homogeneity Of Variance
By Using SPSS (Pre-test and Post-test)

Test of Homogeneity of Variance			
Lavene Statistics	df1	df2	Sig.
1.289	1	68	.260

Based on table above it can be conclude that sig. $0.260 > 0.05$, regarding the homogeneity test obtained significant values which were all more than 0.05. So, it can be concluded that the data is homogeneous.

c. Hypothesis

Hypothesis testing is done on the posttest of both classes. Because of normality data is not normal and data was homogeneous, then it is possible to test the hypothesis with Mann-Whitney Text-test. Testing the hypothesis is done to find out the preliminary assumptions formulated by the researcher. The hypothesis that previous researcher formulated:

Hypothesis :

Ho = There is no positive and significant of the effect of dictogloss method toward listening ability class XI SMKN 3 Metro

Ha = There is a positive and significant of the effect of dictogloss method toward listening ability class XI SMKN 3 Metro

Table 4.10
The Result of Mann-Whitney Test

Test Statistics*	
	Result
Mann-Whitney U	269.000
Wilson W	899.000
Z	-4.148
Asymp. Sig. (2-tailed)	0.000
a. Grouping Variable: class	

Based on the data above, sig (2-tailed) is obtained which can be concluded that H_0 is rejected and H_a is accepted because the sig value is $0.000 < 0.05$. So, there is a positive effect of Dictogloss method in listening ability in class XI SMKN 3 Metro

C. Discussion

Listening is natural indication to speaking, Anderson and Lynch states that 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.¹ By listening people can get goal about information from the speaker, In fact dictogloss represents a major shift from traditional dictation,² in other ways can be conclude that the Dictogloss is a classroom dictation activity where learners listen to a passage, note down key

¹ Tony Lynch et al., "EFFECTIVE ENGLISH LEARNING Unit 7: Speaking," *Effective English Learning*, no. 1 (2012): 1.

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

words and then work together to create a reconstructed version of the text. The concept of dictogloss also offers a unique blending of dictogloss represents a major shift from traditional dictation.

According to Jacobs and Small, there are many variations on Dictogloss in learning activities,³ and this research the researcher used students-controlled dictogloss because they can request to stop, go back, rewind, skip a head, and fast-forward, in other words. While used this type dictogloss, students should note the keywords and keep in mind that the goal is to create an appropriate reconstruction.

Based on the results of data effect of dictogloss method in class XI TPE SMKN 3 Metro, obtained the maximum score on the pretest is 65 and the minimum score is 20. But, in post-test obtained maximum score 90 and the minimum score is 70. Based on the results of the pretest and posttest on the control class TITL A obtained pre-test is 65 and the minimum score is 20. But, in post-test obtained maximum score 85 and the minimum score is 60 the average score of the result of the listening ability test increased after the treatment.

The average pre-test in experimental class was 43,9 and for posttest 78,9 with a average increase 44,4%, and average pre-test score in control class was 60,3, while the average post test score was 71,6 with average increase 15,8%. That means that the percentage of average increase in the experiment class is

³ G Jacob and John Small, "Combining dictogloss and cooperative learning to promote language", *The Reading Matrix*, Vol.3. No.1 (April 2003), 2.

higher than the control class, so there is a difference in student learning outcomes between the experimental and control classes. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant The Effect of Dictogloss Method Toward Listening Ability at SMKN 3 Metro.

Wajnryb state that dictogloss as a multiple skill and system activity consists of listening, writing, and speaking and relies on students knowledge of the target language to complete the task with focus on grammatical competence.⁴ So even if students have difficulty understanding the entire content of the text, students can still get basic information or an outline of what the sentence contains. It was consists of hearing, dictating, reconstruction, and analysis or correction⁵. So, the results of this research proved that dictogloss really has a good effect on student listening because dictogloss hones the ability to listen slowly and focus on key words referring to sentences more efficiently. Not only that, dictogloss provides affection for students to be more creative in rearranging the text using their own language so that they will remember the information they have written.

In other discussion dictogloss method is unfamiliar collocations and constructions are confusing the students, but dictogloss 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

⁴ Ruth Wajnryb. *Resource Book for Teacher* (Oxford University Press, New York. 1990),

⁵ Zorana Vasiljevic "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners". *English Language Teaching*. (2010): 41

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Dictogloss method is one of the method to teaching English. Based on the analysis and result of the research, the researcher can conclude that the dictogloss Method has a positive effect toward the students listening ability. It can be seen from the result of the test experimental class were higher after using the dictogloss method with an average listening ability test result of 84.14 compared to before the use of the dictogloss method of 47.54. There was a significant increase in average learning outcomes to 43.49%. The average score for the post-test listening ability in the control class was 76.54 and the pre-test average was 44.81. There was also a significant increase in average learning outcomes of 41.45%.

But the average post-test results in the experimental class are higher than in the control class, with a difference of 2.04%, with the result The hypothesis (H_0) is rejected based on the independent sample t-test using SPSS, where the sig(2-tailed) value is smaller than the significance level (α), there are $0,000 < 0,05$. Or it can be said that the dictogloss method is more effective in teaching listening ability of a student in XI SMKN 3 Metro.

B. Suggestion

Based on the research, the researcher gave the suggestion to the side that related as the considered as follows

1. For the Teachers

- a) The teachers are suggested to give the guidance to the students in listening ability.
- b) The teachers are suggested to teach listening ability, with. new method including such as dictogloss method to teach listening ability. So, the students can increase material and student do not bored.

2. For the Students

- a) The students are suggested to study hard in listening practice
- b) The students are suggested to be accustomed to listen the text.
- c) The students are suggested to try to listen the text using Dictogloss Method

3. For the Headmaster

- a) The headmaster is suggested to complete the facilities to support learning process

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APPENDICES

SYLLABUS

Nama Sekolah : SMKN 3 Metro

Mata Pelajaran : Bahasa Inggris

Kelas : XI (Sebelas)

Semester : 1 (Ganjil)

Standar Kompetensi : 8. Mendengarkan

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

Basic Competence	Learning Activity	Learning material	Achievement Indicator	Assesment	Time	Source
8.2 Respond to the meaning contained in the monologue very simply accurately,	1. Listening and responding to various issues related to the topic of the type of text	<ul style="list-style-type: none"> • Formed monologue text: 1. descriptive 2. procedure 	<ul style="list-style-type: none"> • Answer information in monologue oral text in the form of: - descriptive 	Oral test	2x45	<ul style="list-style-type: none"> • Script monologue of descriptive text or prosedure by

<p>smoothly and gratefully to interact with the nearest environment in descriptive and procedure- text</p>	<p>discussed.</p> <p>2. Pay attention to the explanation of vocabulary and grammar that appears in the descriptive text/procedure</p> <p>3. Listening to the descriptive/procedure text monologue model</p> <p>4. Answer</p>	<ul style="list-style-type: none"> • Vocabulary related to the type of the text • Properties of descriptive text and procedures. • Step rhetoric of descriptive text/procedure 	<p>- Procedure</p> <ul style="list-style-type: none"> • Determine the language characteristics of the text heard. • Determine the communicative function of the heard text. 	<p>Written test</p> <p>Written Test</p>	<p>teacher book</p> <ul style="list-style-type: none"> • Recording monologue of descriptive or procedure text
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	questions in writing					
⌘ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligence) Tanggung jawab (responsibility) Berani (courage) Ketulusan (Honesty)						

THE LESSON PLAN 1

School : SMKN 3 METRO

Class : XI (Eleventh)

Subject : English

Kind of Text : Descriptive Text

Skill : Listening

Time Allocation : 2 X 45 Minutes

A. Standard Competence

Responding to the meaning contained in a short functional oral text is very simple, accurate, smooth and grateful to interact with the nearest environment

B. Basic Competence

Responding to the meaning contained in a short functional oral text is very simple, accurate, smooth and grateful to interact with the nearest environment.

C. Achievement Indicator

- Use the Dictogloss method to analyze topics and define basic ideas.
- Understand meaning and remember important ideas and words.

D. Learning objectives

1. Students are able to identify topics and ideas using dictogloss methods
2. Students can complete passing texts, thus becoming a consistent paragraph.

E. Learning Material

- Descriptive Text

Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure:

- 1) Identification : identifies phenomenon (person, place, or thing) that will be described.
- 2) Description : describes parts, qualities, characteristics, etc.

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

F. Learning Activity**1. Introduction**

- The teacher greets kindly to students when entering the classroom “Assalamualaikum, Good Morning”
- Check student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Text material

2. Core activities

- The teacher starts learning
- The teacher gives several questions to students
- The teacher explains the meaning of descriptive text, generic structure and language feature in descriptive text
- The teacher gives examples of descriptive text forms

Steps Digtogloss in learning

a) Teacher's preparation

Teacher prepare the text, stimulates with questions related to the text.
Convince students about how to compose text

b) Dictation

Dictates twice of the text, the first dictate student just listening and getting a general view what the text about. Second dictate student making notes, motivated to help students reconstruct the text based their view and what they heard.

Text prepared through record.

c) Reconstruction

After the preparation and dictates, the student must collect the notes or keywords, and the text of the student's reconstruction according to what they get from the previous dictation.

d) Analysis/correction

After looking at the students' work, it is corrected jointly by comparing the original text with the student version text sentence by sentence. How much data or information matches the original text, in essence they can understand the meaning of the text using their own language.

Example descriptive text

Monas

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This Obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that become a special characteristic of it is the flame shape covers with gold foil located on the top of tower. There is a museum at the base part of the tower with the size of 80 × 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also a amphitheaters in this buildings called "Ruang Kemerdekaan", it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors.

If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence

3. Closing

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing “Wassalamualaikum, See you next time”

G. Media and Tool

- Speaker and Laptop
- Book
- Pen
- Whiteboard
- Dictionary
- Text

H. Evaluation

1. Method : Dictogloss
2. Type : Listening Test

THE LESSON PLAN 2

School : SMKN 3 METRO

Class : XI (Eleventh)

Subject : English

Kind of Text : Descriptive Text

Skill : Listening

Time Allocation : 2 X 45 Minutes

A. Standard Competence

Responding to the meaning contained in a short functional oral text is very simple, accurate, smooth and grateful to interact with the nearest environment

B. Basic Competence

Responding to the meaning contained in a short functional oral text is very simple, accurate, smooth and grateful to interact with the nearest environment.

C. Achievement Indicator

- Use the Dictogloss method to analyze topics and define basic ideas.
- Understand meaning and remember important ideas and words.

D. Learning objectives

3. Students are able to identify topics and ideas using dictogloss methods
4. Students can complete passing texts, thus becoming a consistent paragraph.

E. Learning Material

- Descriptive Text

Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure:

- 3) Identification : identifies phenomenon (person, place, or thing) that will be described.
- 4) Description : describes parts, qualities, characteristics, etc.

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

F. Learning Activity**4. Introduction**

- The teacher greets kindly to students when entering the classroom “Assalamualaikum, Good Morning”
- Check student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Text material

5. Core activities

- The teacher starts learning
- The teacher gives several questions to students
- The teacher explains the meaning of descriptive text, generic structure and language feature in descriptive text
- The teacher gives examples of descriptive text forms

Example descriptive text

Monas

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This Obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in

Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that become a special characteristic of it is the flame shape covers with gold foil located on the top of tower. There is a museum at the base part of the tower with the size of 80×80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also a amphitheatres in this buildings called "Ruang Kemerdekaan", it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors.

If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence

6. Closing

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing "Wassalamualaikum, See you next time"

G. Media and Tool

- Speaker and Laptop
- Book
- Pen
- Whiteboard
- Dictionary
- Text

H. Evaluation

Listening Test

KISI KISI SOAL PRE-TEST

No Soal	Materi	Indikator Soal	Skor	Tingkat Kesukaran			Keterangan
				Mudah	Sedang	Sulit	
1	Short Talks (descriptive)	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10	√			Listening Pilihan Ganda
2	Short Talks (descriptive)	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10	√			Listening Pilihan Ganda
3	Short Talks (descriptive)	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10	√			Listening Pilihan Ganda
4	Short Talks (descriptive)	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10	√			Listening Pilihan Ganda
5	Descriptive	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10		√		Uraian
6	Descriptive	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10		√		Uraian
7	Descriptive	Diperdengarkan sebuah monolog	10		√		Uraian

		pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio					
8	Descriptive	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10		√		Uraian
9	Descriptive	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10		√		Uraian
10	Descriptive	Diperdengarkan sebuah monolog pendek, siswa dapat menentukan informasi rinci dari monolog berdasarkan audio	10		√		Uraian

KISI KISI SOAL POST-TEST

No Soal	Materi	Indikator Soal	Skor	Tingkat Kesukaran			Keterangan
				Mudah	Sedang	Sulit	
1	Descriptive	Diperdengarkan sebuah monolog pendek,dan sebuah pertanyaan pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat	1		√		Listening Pilihan Ganda
2	Descriptive	Diperdengarkan sebuah monolog pendek,dan sebuah pertanyaan pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat	1		√		Listening Pilihan Ganda
3	Descriptive	Diperdengarkan sebuah monolog pendek,dan sebuah pertanyaan pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat	1		√		Listening Pilihan Ganda
4	Descriptive	Diperdengarkan sebuah monolog pendek,dan sebuah pertanyaan pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat	1		√		Listening Pilihan Ganda
5	Descriptive	Diperdengarkan sebuah monolog pendek,dan sebuah pertanyaan	1		√		Listening Pilihan Ganda

		pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat					
6	Descriptive	Diperdengarkan sebuah monolog pendek, dan sebuah pertanyaan pendek diikuti 4 pilihan jawaban. Siswa dapat menentukan jawaban yang tepat	1			√	Listening Pilihan Ganda
7	Descriptive	Diperdengarkan sebuah monolog deskriptif teks pendek, siswa melengkapi teks deskriptif rumpang berdasarkan audio	1			√	Teks rumpang/ Uraian
8	Descriptive	Diperdengarkan sebuah monolog deskriptif teks pendek, siswa melengkapi teks deskriptif rumpang berdasarkan audio	1			√	Teks rumpang/ Uraian
9	Descriptive	Diperdengarkan sebuah monolog deskriptif teks pendek, siswa melengkapi teks deskriptif rumpang berdasarkan audio	1			√	Teks rumpang/ Uraian
10	Descriptive	Diperdengarkan sebuah monolog deskriptif teks pendek, siswa melengkapi teks deskriptif rumpang berdasarkan audio	1			√	Teks rumpang/ Uraian
11	Descriptive	Diperdengarkan sebuah monolog	5			√	Uraian

		deskriptif pendek, siswa mencatat kata kuncisesuai audio dalam teks					
12	Descriptive	Menulis ulang deskripsi teks	5			√	Uraian

PRE-TEST

Name :

Class :

Task 1

People are comparing two cities. Listen and circle the city each person prefers.

1. A. Washington, D.C.

B. New York

2. A. Los Angeles

B. San Francisco

3. A. Singapore

B. Hong Kong

4. A. Sydney

B. Melbourne

Task 2

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably.

The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional

food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule. In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer the questions based on the text above

6. Where is Makassar located?
7. Based on the text, what is the biggest city on Sulawesi Island?
8. What is the old name of Makassar?
9. According to the text, what is the first underground shopping center in Indonesia?
10. What is the most well-known food in Makassar?

Answer key:

1. New York has great museums, and so does Washington. But Washington feels more serious because the government is there, so it isn't as exciting as New York. Washington is more beautiful for sure, and the restaurants are cheaper there. But you know, I love theater, and New York has the best! Washington is okay, **but I love New York!**
 2. Los Angeles is a huge place. You need a car to get around. San Francisco is more beautiful and it's a great place for a weekend, but I get bored there after a few days. I enjoy the fact that in **Los Angeles** everything moves really fast. **I love living here.**
 3. Hong Kong may be more beautiful than Singapore because it's got that fantastic harbor, **but I like Singapore better.** It's smaller, so I think it's more comfortable. It's easy to get around and everything is very clean. Hong Kong is pretty polluted and it's always very crowded.
 4. Melbourne is smaller than Sydney. It has a lot of lovely old buildings and great restaurants. Sydney is more exciting and probably more beautiful, but I think it's too busy and too expensive. Melbourne prices are better and it's a more relaxing place. **That's why I prefer Melbourne**
-
1. B
 2. A
 3. A
 4. B
 5. Makassar is located on South Sulawesi.
 6. The biggest city on Sulawesi Island is Makassar.
 7. The old name Makassar is Ujung Pandang.
 8. The first underground shopping center in Indonesia is Karebosi Link.
 9. The most well-known food in Makassar is Coto Makassar

Post Test

Name:

Class:

Taks 1(answer score correct = 1, incorrect = 0)

Directions!!

In this part of the tesk you will hear a monologue after the monologue there will be five questions that are followed by five possible answers the monologue and answers will be spoken twice.

It will not be printed in your test book so you must listen carefully to understand what the speak! after you hear monologue and questions decide which one would be the best answer to the questions you while doing this listening exercise.

The Wasur National Park

The Wasur National Park forms part of the largest wetland in Papua Provence, of Indonesia and has been one of the least disturbed by human activity. The high value of its biodiversity has led to the park being dubbed the "Serengeti of Papua" The vast open wetland, in particular rawa biru lake, attracts a very rich fauna.

1. What is the biggest wetland in Papua?
 - a. Serengeti
 - b. West Papua
 - c. New Guinea
 - d. Papua New Guinea e
 - e. Wasur National Park**
2. why was national Park considered as the Serengeti of Papua?
 - a. because it's low biodiversity
 - b. because it has high variety of plants and animals**

- c. because it attracts many animals
- d. because its land is wet
- e. because its beauty

Task 2 (answer score correct = 1, incorrect = 0)

About 70% of the total area of the park consists of savanna (see Trans-Fly savanna and grasslands), while the remaining vegetation is swamp forest, monsoon forest, coastal forest, bamboo forest, grassy plains and large stretches of sago swamp forest. The dominant plants include mangroves, Terminalia, and Melaleuca species.

The park provides habitat for a large variety of up to 358 bird species of which some 80 species are endemic to the island of New Guinea. Fish diversity is also high in the region with some 111 species found in the eco-region and a large number of these are recorded from Wasur. The park's wetland provides habitat for various species of lobster and crab as well.

3. What tree is mostly found in the savanna?
 - a. Mangoes
 - b. Bamboos
 - c. Coconut trees
 - d. Mangroves**
 - e. Grass
4. How many kind of fish can be found in Wasur?
 - a. 111**
 - b. 80
 - c. 358
 - d. 300
5. Why does the writer make the text?
 - a. to describe things in general
 - b. to describe Papua

- c. to describe Wasur National Park
- d. to describe Rawa Biru Lake
- e. to describe particular things

Task 3 (answer score correct = 1, incorrect = 0,5)

Fill in the blank space with the word you hear!

The Sea Eagle

The sea eagle has color feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and (6)_____.

Eagles have many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong (7)_____, sharp beak, and a stream-line body. Its (8)_____ or arms serve as wings.

This means that they are a little use for anything except (9)_____. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that (10)_____ animals do with paws, claws, or hands on their forelimbs.

Answer key:

- 6. small birds**
- 7. streamlinrd**
- 8. forelims**
- 9. flying**
- 10. non-flying**

Task 4 (answer score correct = 1, incorrect = 0,5)

Listen carefully to the following descriptive text! And write 3 or more keywords (max 5 keyword)

Elephants

Elephants are mammals that give birth and suckle their young. Elephants have a very large size and are included in the largest land animal group.

Usually Elephants live in groups to find food and protect each other from predators. However, most of the young males do not live in herds and separate from the senior females.

Elephants are intelligent animals so they can be trained and put on a show. Included in protected animals so that their sustainability is maintained so they do not become extinct.

Keywords

- 1.
- 2.
- 3.

Task 5 (answer score long text > 50 word = 5, short text < 50 word = 3)

Student's Rewrite! Please rewrite based on the keyword that you have heard.

- 1.

PRE-TEST

Name :

Class :

Task 1

People are comparing two cities. Listen and circle the city each person prefers.

1. A. Washington, D.C.
B. New York
2. A. Los Angeles
B. San Francisco
3. A. Singapore
B. Hong Kong
4. A. Sydney
B. Melbourne

Task 2

MAKASSAR

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Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule. In addition, Makassar

is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer the questions based on the text above

5. Where is Makassar located?
6. Based on the text, what is the biggest city on Sulawesi Island?
7. What is the old name of Makassar?
8. According to the text, what is the first underground shopping center in Indonesia?
9. What is the most well-known food in Makassar?

Pretest result Experimental Class

Soal Exercise Bahasa Inggris Describing Places

Task 1
People are comparing two cities. Listen and circle the city each person prefers.

1. A. Washington, D.C.
 B. New York
 C. Los Angeles
 D. San Francisco
 E. Singapore
 F. Hong Kong
 G. Sydney
 H. Melbourne

B: 5.50

MAKASSAR
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Answer the questions based on the text above:

- Where is Makassar located?
- Based on the text, what is the biggest city on Sulawesi Island?
- What is the old name of Makassar?

8. According to the text, what is the first underground shopping center in Indonesia?
9. What is the most well-known food in Makassar?

Answer:
1. South Sulawesi
2. The city was named Ujung Pandang
3. Ujung Pandang
4. Karebosi Link the first underground shopping center in Indonesia
5. Coto Makassar

Pretest result Control Class

Name : Luthfi Hasan A
Class : XI TITL A

Soal Exercise Bahasa Inggris Describing Places

Task 1
People are comparing two cities. Listen and circle the city each person prefers.

1. A. Washington, D.C.
 B. New York
 C. Los Angeles
 D. San Francisco
 E. Singapore
 F. Hong Kong
 G. Sydney
 H. Melbourne

55

MAKASSAR
Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably.
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Answer the questions based on the text above:

- Where is Makassar located?
- Based on the text, what is the biggest city on Sulawesi Island?
- What is the old name of Makassar?

8. According to the text, what is the first underground shopping center in Indonesia?
9. What is the most well-known food in Makassar?

Jawab:
1. South Sulawesi
2. The city was named Ujung Pandang
3. Ujung Pandang
4. Karebosi Link the first underground shopping center in Indonesia
5. Coto Makassar

Post Test

Name:

Class:

Directions!!

In this part of the tesk you will hear a monologue after the monologue there will be five questions that are followed by five possible answers the monologue and answers will be spoken twice.

It will not be printed in your test book so you must listen carefully to understand what the speak! after you hear monologue and questions decide which one would be the best answer to the questions you while doing this listening exercise.

1. What is the biggest wetland in Papua?
 - a. Serengeti
 - b. West Papua
 - c. New Guinea
 - d. Papua New Guinea e
 - e. Wasur National Park
2. why was national Park considered as the Serengeti of Papua?
 - a. because it's low biodiversity
 - b. because it has high variety of plants and animals
 - c. because it attracts many animals
 - d. because it's land is wet
 - e. because it's beauty

Task 2

3. What tree is mostly found in the savanna?
 - a. Mangoes

- b. Bamboos
 - c. Coconut trees
 - d. Mangroves
 - e. Grass
4. How many kind of fish can be found in Wasur?
- a. 111
 - b. 80
 - c. 358
 - d. 300
5. Why does the writer make the text?
- a. to describe things in general
 - b. to describe Papua
 - c. to describe Wasur National Park
 - d. to describe Rawa Biru Lake
 - e. to describe particular things

Task 3

Fill in the blank space with the word you hear!

The Sea Eagle

The sea eagle has color feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and (6)_____.

Eagles have many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong (7)_____, sharp beak, and a stream-line body. Its (8)_____ or arms serve as wings.

This means that they are a little use for anything except (9)_____. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for

its feathers, and for many other jobs that (10)_____ animals do with paws, claws, or hands on their forelimbs.

Task 4

Listen carefully to the following descriptive text! And write 3 or more keywords (max 5 keyword)

Keywords

- 1.
- 2.
- 3.

Task 5

Student's Rewrite! Please rewrite based on the keyword that you have heard.

- 1.

Result Post-test Experimental Class

Post Test

Name: HENDRIK FERNANDES YUHY
 Class: XI IPA - 6

Taks 1 (answer score correct = 1, incorrect = 0)

Directions!!

In this part of the test you will hear a monologue after the monologue there will be five questions that are followed by five possible answers the monologue and answers will be spoken twice.

It will not be printed in your test book so you must listen carefully to understand what the speak! after you hear monologue and questions decide which one would be the best answer to the questions you while doing this listening exercise..

1. What is the biggest wetland in Papua?
 a. Serengeti
 b. West Papua
 c. New Guinea
 d. Papua New Guinea
 e. Wasur National Park

2. why was national Park considered as the Serengeti of Papua?
 a. because it's low biodiversity
 b. because it has high variety of plants and animals
 c. because it attracts many animals
 d. because it's land is wet
 e. because it's beauty

Task 2

3. What tree is mostly found in the savanna?
 a. Mangoes
 b. Bamboos
 c. Coconut trees

$$5 + 9 + 8 + 3 = 17 \times 5 = 85$$

Mangroves
 e. Grass

4. How many kind of fish can be found in Wasur?
 a. 111
 b. 80
 c. 358
 d. 300

5. Why does the writer make the text?
 a. to describe things in general
 b. to describe Papua
 c. to describe Wasur National Park
 d. to describe Rawa Biru Lake
 e. to describe particular things

Task 3 (answer score correct = 1, incorrect = 0,5)

Fill in the blank space with the word you hear!

The Sea Eagle

The sea eagle has color feathers is light brown. It has a strong and sharp yellowish beak. It claws are very sharp. It hunts for fish in the sea but sometimes in hunts chickens and (6) small birds.

Eagles have many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong a (7) very sharp beak, and a stream-line body. It (8) use its wings or arms serve a wings.

This means that they are a little use for anything except (9) fly. On walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that (10) most animals do with paws, claws, or hands on their forelimbs.

Task 4

Listen carefully to the following descriptive text! And write 3 or more keywords (max 5 keyword)

Keywords

1. mammals
2. large size
3. intelligent animal

Task 5

Student's Rewrite! Please rewrite based on the keyword that you have heard.

Elephants is an animal who has large size in their bodies. They are from grass mammals and they are intelligent animals.

Post Test

Name: Laki Zulnadi Gucilang f.
Class: XI TPE B

Taks 1 (answer score correct = 1, incorrect = 0)

Directions!!

In this part of the task you will hear a monologue after the monologue there will be five questions that are followed by five possible answers the monologue and answers will be spoken twice.

It will not be printed in your test book so you must listen carefully to understand what the speak! after you hear monologue and questions decide which one would be the best answer to the questions you while doing this listening exercise.

1. What is the biggest wetland in Papua?

- a. Serengeti
- b. West Papua
- c. New Guinea
- d. Papua New Guinea e
- e. Wasur National Park

$$7 + 7 + 5 + 5 = 10 = 50$$

2. why was national Park considered as the Serengeti of Papua?

- a. because it's low biodiversity
- b. because it has high variety of plants and animals
- c. because it attracts many animals
- d. because it's land is wet
- e. because it's beauty

Task 2

1. What tree is mostly found in the savanna?

- a. Mangoes
- b. Bamboos
- c. Coconut trees

- d. Mangroves
- e. Grass

1. How many kind of fish can be found in Wasur?

- a. 111
- b. 80
- c. 358
- d. 309

2. Why does the writer make the text?

- a. to describe things in general
- b. to describe Papua
- c. to describe Wasur National Park
- d. to describe Rawa Biru Lake
- e. to describe particular things

Task 3 (answer score correct = 1, incorrect = 0.5)

Fill in the blank space with the word you hear!

The Sea Eagle

The sea eagle has color feathers is light brown. It has a strong and sharp yellowish beak. It claws are very sharp. It hunts for fish in the sea but sometimes in hunts chickens and (6)

Eagles have many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong ^{small} beak, and a stream-line body. ^{It has} ~~It has~~ ^{its} wings serve a wings.

This means that they are a little use for anything expect ^{fly} ~~fly~~ ^{On} ~~On~~ walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that ^{like} ~~like~~ ^{other} ~~other~~ animals do with paws, claws, or hands on their forelimbs.

Task 4

Listen carefully to the following descriptive text! And write 3 or more keywords (max 5 keyword)

Keywords

- 1. elephants 4 group
- 2. mammals f. intelligent
- 3. largest b. trained

Task 5

Student's Rewrite! Please rewrite based on the keyword that you have heard.

- 1. elephants are mammals have largest group.
elephants are intelligent trained.

Result Post-test Control Class

Name: Ahmad Alfarizi
 Class: XI IPA

Task 1 (answer score correct = 1, incorrect = 0)

Directions!!

In this part of the test you will hear a monologue after the monologue there will be five questions that are followed by five possible answers the monologue and answers will be spoken twice.

It will not be printed in your test book so you must listen carefully to understand what the speaker says! after you hear monologue and questions decide which one would be the best answer to the questions you while doing this listening exercise..

1. What is the biggest wetland in Papua?

- a. Serengeti
- b. West Papua
- c. New Guinea
- d. Papua New Guinea
- e. Wasur National Park

9 + 9 + 5 + 5
 = 18 x 5
 = 90

2. Why was national Park considered as the Serengeti of Papua?

- a. because it's low biodiversity
- b. because it has high variety of plants and animals
- c. because it attracts many animals
- d. because it's land is wet
- e. because it's beauty

Task 2

1. What tree is mostly found in the savanna?

- a. Mangoes
- b. Bamboos
- c. Coconut trees

- d. Mangroves
 - e. Grass
4. How many kind of fish can be found in Wasur?
- a. 111
 - b. 80
 - c. 358
 - d. 300

5. Why does the writer make the text?

- a. to describe things in general
- b. to describe Papua
- c. to describe Wasur National Park
- d. to describe Rawa Biru Lake
- e. to describe particular things

Task 3 (answer score correct = 1, incorrect = 0.5)

Fill in the blank space with the word you hear!

The Sea Eagle

The sea eagle has color feathers is light brown. It has a strong and sharp yellowish beak. It ~~plows~~ ^{is} very sharp. It hunts for fish in the sea but sometimes in hunts chickens and (6) ~~small birds~~.

Eagles have many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong ~~and~~ ^{sharp} beak, and a stream-line body. ~~It~~ ^{Its} ~~feet~~ ^{legs} or arms serve a wings.

This means that they are a little use for anything except ~~to fly~~ ^{to fly}. On walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that ~~most of~~ ^{most of} animals do with paws, claws, or hands on their forelimbs.

Task 4

Listen carefully to the following descriptive text! And write 3 or more keywords (max 5 keyword)

Keywords

- 1. Elephant 4. intelligent
- 2. mammals 5. Animals
- 3. group

Task 5

Student's Rewrite! Please rewrite based on the keyword that you have heard.

- 1. Elephant are mammals live in group, elephant are intellig animals (5)

No	Result Experimental Class		Result Contrr	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1.	35	85	70	90
2.	55	85	55	70
3.	50	90	65	65
4.	45	85	60	70
5.	60	85	60	90
6.	35	70	40	65
7.	60	70	55	70
8.	50	75	55	70
9.	35	85	55	75
10.	60	75	60	65
11.	30	80	45	70
12.	55	90	65	80
13.	45	70	60	70
14.	50	70	50	65
15.	30	75	40	75
16.	35	80	60	75
17.	35	75	70	80
18.	30	75	55	80
19.	35	85	65	80
20.	30	80	60	70
21.	55	70	60	65
22.	55	90	40	80
23.	45	85	55	70
24.	55	85	55	65
25.	65	65	55	70
26.	50	75	60	65
27.	30	75	45	65
28.	50	80	65	75
29.	20	70	60	75
30.	25	75	50	70
31.	45	75	40	75
32.	50	85	60	75
33.	40	75	70	75
34.	30	75	55	75
35.	60	75	65	70

DOCUMENTATION

1. Experimental Class XI TPE B





2. Control Class XI TITL A





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

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : /In.28.1/J/TL.00//2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **PIPIT SAFITASARI**
NPM : 1901052026
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF DIGTOGLOS METHOD TOWARD STUDENTS LISTENING ABILITY AN EXPERIMENTAL AT SMKN 3 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901052026>.

Token = 1901052026



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Nomor : B-4662/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMKN 3 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4663/In.28/D.1/TL.01/10/2023, tanggal 04 Oktober 2023 atas nama saudara:

Nama : **PIPIT SAFITASARI**
NPM : 1901052026
Semester : 9 (Sembilan)
Jurusan : Tadrif Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMKN 3 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMKN 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DIGTOGLOS METHOD TOWARD STUDENTS LISTENING ABILITY AN EXPERIMENTAL AT SMKN 3 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-4663/In.28/D.1/TL.01/10/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : PIPIT SAFITASARI
NPM : 1901052026
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMKN 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DIGITAL METHOD TOWARD STUDENTS LISTENING ABILITY AN EXPERIMENTAL AT SMKN 3 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

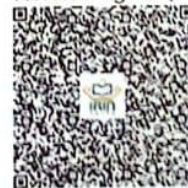
Dikeluarkan di : Metro
Pada Tanggal : 04 Oktober 2023



Mengetahui,
Pejabat Setempat

Erlan Eka Darmayanti, skom., MTI
NIP. 198505302009022009

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 3 METRO



Alamat : Jl. Kemiri Iringmulyo 15A Metro Timur Kota Metro
Telp /Fax (0725) 41103 Website : smkn3metro.sch.id Email : smkn3metro@yahoo.com

Nomor : 423/535/V.01/SMK.03/2023
Lampiran : -
Perihal : **Surat Izin RESEARCH**

Kepada Yth : Ketua Institut Agama Islam Negeri (IAIN) Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Cq. Ketua Jurusan Bahasa Inggris
di
Metro

Dengan Hormat,

Menindaklanjuti Surat Nomor: B-4662/In-28/J/TL.00/10/2023 tanggal 04 Oktober 2023 Perihal **Izin RESEARCH** bagi Mahasiswa Jurusan Tadris Bahasa Inggris.

Nama : **Pipit Safitasari**
NPM : 1901052026
Semester : 9 (sembilan)
Jurusan : Tadris Bahasa Inggris

dengan ini kami sampaikan bahwa SMK Negeri 3 Metro mengizinkan nama mahasiswa tersebut diatas melaksanakan RESEARCH untuk penyelesaian tugs akhir/Skripsi dengan judul :
"THE EFFECT OF DICTOGLOSS METHOD TOWARD STUDENTS LISTENING ABILITY AN EXPERIMENTAL AT SMK N 3 METRO"

Demikian surat ini kami sampaikan untuk dipergunakan sebagaimana mestinya.



Metro, 12 Oktober 2023
Kepala Sekolah,

Erlia Eka Damayanti, S.Kom.,M.T.I.
NIP 19850530 200902 2 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1370/ln.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

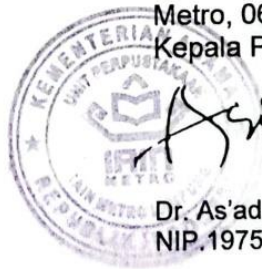
Nama : PIPIT SAFITASARI
NPM : 1901052026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2023
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Pipit Safitasari
NPM : 1901052026
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 05 Desember 2023

Ketua Program Studi TBI



Dr. Much Deniatur, M.Pd.B.I.

NIP. 198803082015031006

CURRICULUM VITAE



Pipit Safitasari, Lahir pada tanggal 14 September 2001, di Provinsi Lampung Tengah. Penulis merupakan Anak ke 1 dari 4 bersaudara, dari pasangan Bapak Sobri dan Ibu Nurhidayati. Penulis pertama kali masuk pendidikan Formal di SDN Kenangasari, Lampung Tengah pada tahun 2007 dan tamat pada tahun 2012. Pada tahun 2013 penulis melanjutkan pendidikan ke SMP Negeri 1 Seputih Surabaya dan tamat pada tahun 2016. Setelah tamat di SMP, pada tahun yang sama penulis melanjutkan ke SMA Miftahul Ulum Kabupaten Lampung Tengah dan tamat pada tahun 2019. Dan pada tahun yang sama penulis terdaftar sebagai Mahasiswi di Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Pendidikan Jurusan Pendidikan Bahasa Inggris melalui penerimaan mahasiswa seleksi mandiri.