

**THE USE OF DICTOGLOSS IN ENGLISH SONG TO IMPROVE
STUDENT'S LISTENING COMPREHENSION OF THE FIRST
GRADE AT MA NW KABAR IN ACADEMIC YEAR 2021/2022**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATRAM
MATARAM
2022.**

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Thesis of Sarjana

**Submitted to State Islamic University of Mataram
as a Partial Fulfillment of the Requirement for Bachelor Degree at
Study Program of English Language Education**



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Approved on: _____

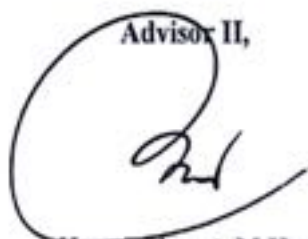
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STATEMENT OF THE THESIS AUTHENTICITY

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State that the thesis entitled “The Use of Dictogloss in English Song to Improve Students’ Comprehension of the First Grade at MA NW Kabar in Academic Year 2021/2022” these are the results of my own research/work, except for the parts where the sources are cited. If I am proven to have plagiarized of someone’s writing/work, I am ready to accept the sanctions set by the institution.

Mataram ,.....

I Stated,

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THESIS RATIFICATION

Thesis by: Nurhidayatun, Reg. Number: 180107153 entitled "The Use of Dictogloss in English Song to Improve Students' Comprehension of the First Grade at MA NW Kabar in Academic Year 2021/2022" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 03-06-2022

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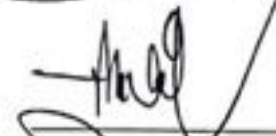
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MOTTOS

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“For indeed, with hardship
(will be) ease”*

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“Indeed, with hardship
(will be) ease”¹*

¹ QS. Al-Insyirah [94]:5-6.

DEDICATIONS

“This thesis is dedicated to” My beloved mother: Sayum. My beloved father: Mahirudin. My beloved Brother dan sisters. All of my big families. All of my friends especially Zurratul Amni. All of my teachers and lecturers and my Almamater, UIN Mataram”.

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Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram,

NurhiMdayatun

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**THE USE OF DICTOGLOSS IN ENGLISH SONG TO IMPROVE
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ABSTRACT

The purpose of this study was to describe the implementation of the dictogloss in English song to improve the students listening comprehension. Data collection instrument using observation, test, and documentation. This researcher is a Classroom Action Research (CAR). The method used is planning, action, observation, and reflection. This research was conducted at MA NW Kabar involving 18 students of class X as the subject of this research. It is proofed on the students average score in test 1 is 61 and test 2 is 81. While teacher score in cycle 1 is 64 and cycle 2 is 89, while students score in cycle 1 is 55 and students score in cycle 2 is 85. It means that the use of dictogloss technique can improve students listening comprehension in the class X at MA NW Kabar The conclusion of this study is the dictogloss technique can improve listening comprehension for class X MA NW Kabar East Lombok especially students interest in listening learning.

Keywords: Listening Comprehension, Dictogloss Tehnique

**PENGGUNAAN DICTOGLOSS DALAM LAGU BAHASA
INGGRIS UNTUK MENINGKATKAN PEMAHAMAN
MENYIMAK SISWA KELAS SATU MA NW KABAR TAHUN
AJARAN 2021/2022**

Oleh:

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ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan penerapan dictogloss dalam lagu bahasa inggris untuk meningkatkan pemahaman mendengarkan siswa. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Metode yang digunakan adalah perencanaan, tindakan, observasi dan refleksi. Penelitian ini dilaksanakan di MA NW Kabar yang melibatkan 18 siswa kelas X sebagai subjek penelitian. Hal ini dibuktikan dengan nilai rata-rata siswa pada tes 1 adalah 61 dan tes 2 adalah 81. Sedangkan skor guru pada siklus 1 adalah 64 dan siklus 2 adalah 89, sedangkan skor siswa pada siklus 1 adalah 55 dan skor siswa pada siklus 2 adalah 85. Artinya penggunaan teknik dictogloss dapat meningkatkan pemahaman menyimak siswa kelas X MA NW Kabar. Kesimpulan dari penelitian ini adalah teknik dictogloss dapat meningkatkan pemahaman menyimak pada siswa kelas X MA NW Kabar Lomnok Timur khususnya minat siswa dalam pembelajaran menyimak.

Kata kunci: Teknik Dictogloss, Lagu Bahasa Inggris, Pemahaman Mendengarkan

المدرسة طلاب من الأول الصف طلاب إلى الاستماع فهم لتحسين الإنجليزية الأغنية في الإملاء استخدام
٢٠٢٢/٢٠٢١ الدراسية للسنة كإبار الوطن نهضة العالية

هدايتون نور

الملخص

كان الغرض من هذه الدراسة هو وصف تطبيق ديكتوجلوس في الأغاني الإنجليزية لتحسين فهم الاستماع لدى الطلاب. استخدمت أداة جمع البيانات المراقبة والاختبارات والتوثيق. هذا البحث عبارة عن بحث إجرائي في الفصل. الطريقة المستخدمة هي التخطيط والعمل والملاحظة والتفكير. تم إجراء هذا البحث في المدرسة العالية نهضة الوطن كإبار بمشاركة 18 طالبًا في الصف العاشر كمواضيع بحثية. يتضح هذا من خلال متوسط درجات الطلاب في الاختبار 1 هو 61 و الاختبار 2 هو 81. في حين أن درجة المعلم في الحلقة 1 هي 64 والدورة 2 هي 89 ، في حين أن درجات الطلاب في الدورة 1 هي 55 ودرجات الطلاب في الدورة 2 هي 85 هذا يعني أن استخدام تقنية ديكتوجلوس يمكن أن يحسن فهم الاستماع في عشر مدارس عالية نهضة الوطن كإبار. استنتج هذه الدراسة هو أن تقنية ديكتوجلوس يمكن أن تحسن الفهم السمعي لدى طلاب الصف العاشر بالمدرسة العالية نهضة الوطن كإبار شرق لومبوك، وخاصة اهتمام الطلاب بالتعليم السمعي.
الكلمات المفتاحية : تقنية ديكتوجلوس ، الأغنية الإنجليزية ، والاستيعاب السمعي

CHAPTER I

INTRODUCTION

A. Background of Research

English is an international language. So that it is one of the most important educational things for someone. Theoretically, English has been educated in all degrees of all country instructive units, from kindergarten, elementary school, junior high school, senior high school up to collage.² Because by speaking English, especially students will learn to communicate with others. In addition, by mastering English, students will easily access the world of information and technology. Not only that, with the introduction of English early on, someone will have better basic knowledge before continuing to a higher level of education.

Indonesia has provided English language education to students starting at the 5th grade elementary school up to university level. However, in reality, most students in Indonesia still have difficulties in learning English.³ There are several factors that cause students' difficulties in learning English. These factors include learning motivation, teaching methods, and lack of application in everyday life. Students have difficulty learning English because students have little interaction with English. The interaction is especially in terms of listening.

It makes sense when the researcher tries to investigate students "listening skills" of first grade at MA NW Kabar In Academic Year 2021/2022 through observation and interview the English teacher on December 2021, researcher found there are problems in learning English, especially in learning listening about listening text of narrative text that faced by students of first grade at MA NW Kabar, students are difficult when learn in listening of narrative text such as

²Indriyanti Dewi, "Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of Smp Negeri I Pangenan", (*Skripsi*, FkipSwadayaGunungjati University, Cirebon, 2013), P.12.

³Wulandaari Fitri, "Improving Students' Listening Ability Using Spot the Dictogloss Technique", (*Skripsi*, Fkip Sebelas Maret University, Surakarta, 2011), P.15.

students lack in vocabulary it makes students difficult to get understanding when students listen English language. When students listen native speaker student feel difficult because, it make students difficult to understand what native speaker say and also students in first grade of MA NW Kabar feel strange when hear the language of native speaker in audio because students felt lack in pronunciation.

The listening comprehension is additionally affected by the student's comprehension. The students are defenseless to feel bored what's more not inspired by the learning process assuming that the teacher can't utilize the exact technique. The students feel bored when the listening class consistently proposes a similar sort of sound.⁴One of the strategies that the teacher can be utilizing a song in educating listening. Utilizing a song, it will make the students inspired by joining the listening class.

Learning English through songs can change the drawn-out mood in the class, and they can give a wonderful class climate with the goal that students can create their lingual abilities all the more without any problem. Songs are one of the most captivating and socially rich assets that can effectively be utilized in language study halls. Expressed songs provide many things that are able to strengthen student memories such as sounds, poems, and melodies. It is implied that songs can improve usefulness in English language instruction (ELT). At the point when a student listens and memorizes a song involved in the class, the lyrics are embedded in his long-term memory.⁵

“Dictogloss is a new way of dictation” which was developed. Dictogloss, in terms of objective and procedures, is different from dictation. Based on statement, dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom “Dictogloss is a classroom dictation activity where learners listen to a passage, note

⁴Richard J.C, “*Teaching Listening and Speaking from Theory to Practice*”, (Inggris, : Cambridge University Press, 2008), P.28.

⁵Benjamin Carcamo Morales, “Types of Listening Comprehension Developed in the Chilean EFL Textbook Global English” *Colombian Applied Linguistics Journal*, Vol.20, No.1, January-June 2018, P.51.

down key words and then work together to create a reconstructed version of the text. It was originally introduced”.⁶ “Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening” .This method can use in many level and easy to used can make can improve in the vocabulary and can make communicative too.

Based on the above, the researcher decided to take the little “The Use of Dictogloss in English Song to Improve Students Listening Comprehension of The First Grade at MA NW KABAR In Academic Year 2021/2022”.

B. Subject of Action

The subject of action are case or people include in this research. In this study were students of class X IPA MA NW Kabar, amounting to 18 people, consisting of 7 female students and 11 male students

C. The Statement of Problem

Base on the background of researcher above, the statement of problem is how does the implementation of Dictogloss in English song improve the students listening comprehension at the-tenth grade of MA NW Kabar in academic year 2021/2022?

D. Object of Research

The objective of research is to describe the implementation of the Dictogloss in English song to improve the students listening comprehension.

⁶Tunikmah Kholisha, “Listening Comprehension of the Eighth Grade Students of Smp 2 Bae in the Academic Year 2011/2012 Taught By Using Partial Dictation of BBC Learning English”, (*Sripsi, Fkip* Muria Kudus University, Kudus, 2012), P.11.

E. Significant of Research

The researcher expect that this research can provide some significances to the quality of the teaching and learning English as follow:

1. Theoretical Significance

This research is expected to contribute to the development of knowledge, especially in relation to teach listening comprehension by using Dictogloss technique.

2. Practical Significance

a. For Teacher/Lectures

This research is expected to help teachers in improving the quality of the English teaching and learning process, especially in improving listening comprehension.

b. For Students

This research is expected to improve students' ability to develop listening comprehension skills and motivate students to learn English, especially in listening comprehension.

c. For Researcher

This research is expected to improve knowledge and insight as well as provide information to other researcher techniques that are relevant and effective in improving listening skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

Some researchers conduct few studies on students' listening comprehension through Dictogloss technique. Some of their findings are elaborated in the following.

1. The first research by Fatma Yuniarti entitled "Using Dictation as a Testing Device in Teaching Listening" English Department of STKIP Muhammadiyah Pringsewu in Academic Year 2017/2018.⁷ The purpose of this study was to know the students response in teaching listening by using dictation and to describe how the improvement of students listening skill dictation as a testing device. The method of this research is Classroom Action Research (CAR). The researcher implements dictation as a testing device in teaching listening within two cycle. Each cycle consist of two meeting, every cycle consisted of four steps, including planning, acting, observing, and reflecting. The qualitative data were acquired by observation, interview and field notes. Meanwhile, the quantitative data were collected from the students pre-test and post-test during the implementation of the actions which were analyzed to get the mean scores to be compared and to determine the gain scores. Based on the observation checklist, the students' response in learning listening became better. The result of the research shows that there are improvements in teaching and learning process. In the pre-test given before the treatment, the mean score is 50.45. After treatment in cycle 1 and conducting post-test 1, the means score is improved to 65.65. Then the researcher gives treatments in cycle 2. In the posttest 2, the mean score improved 79.16. From the explanation above, it can be concluded that using dictation technique in teaching listening could improve students listening skill and the students give positive response. The similarity of this study is that the

⁷Fatma Yuniarti, "Using Dictation as a Testing Device in Teaching Listening", *Inovish Journal*, Vol. 2, No. 2, December 2017, P. 15.

researcher uses the same cycle namely planning, action, observation and reflection, while the difference in present study is use dictation in to improve students listening comprehension and previous study use dictation as a testing device in teaching listening.

2. A research by Destiowati entitled “ Improving Listening Skill Ability Through Dicte Method on Description Text of SMP Negeri 22 Surakarta in Academic Year 2018/2019”.⁸This researcher has goal to improve listening skill competence with dictation in English and find out the effectiveness of dictation method to improve listening skill competence in descriptive text for students SMP Negeri 22 Surakarta. This Classroom Action Research (CAR) was done in semester 1 academic year 2018/2019. The subject of this research were students of class VII D SMP 22 Surakarta. The object of this research improve listening skill competence in descriptive text with dictation method. This classroom action research include 2 cycle, each cycles consists of 4 steps; planning, action, observation, reflection. The result of finding this classroom action research can be explained as follow: students listening skill competence improve with using dictation method, the average score of students in pre-cycle is 54,84% in category poor, the average score of students in cycle I is 70,47% in category enough. The average score in cycle II IS 77,34% in category good, the achievement of listening skill competence is measured with dictation method which showed the improvement of the research result from pre-cycle to cycle II. The similarity of this study is that the researcher uses the same cycle namely planning, action, observation and reflection, the difference from this study is the object where the object of this study is to improve students listening comprehension in English song using dictation.
3. Anwar’s research entitled “Improving Students Listening Comprehension of SMA Negeri 2 Luwak Through Adapting

⁸Destiowati Eni“Improving Listening Skill Through Dictation Method on Description Text of SMP Negeri 22 Surakarta in Academic Year 2015/2016” (*Skripsi*, Fkip, Surakarta University, Surakarta 2016), P. 11.

Dictogloss”.⁹ The purpose of this study was to examine that level of understanding of students in listening through adaptation of dictogloss in the learning process at SMA Negeri 2 Luwak, the method used in this study was a Classroom Action Research (CAR) design consisting of two cycles and four stages namely preparation, dictation, discussion analysis and correlation involving 31 students, the instrument used was observation and test, the result of this study were that the dictogloss technique was effective in increasing the students listening comprehension level of pronunciation, vocabulary and also students interest in following the learning process. The similarity of this study is that the researcher uses the same cycle namely planning, action, observation and reflection, the difference from this study is the subject, where the subject used 18 students and previous research used 31 students.

Base on the problem above, the researcher needs to direct the research to know the effectiveness of using dictogloss as intractive method to improve students listening comprehension,. By the reason above, the researcher would conduct a research entitled “The Use of Dictogloss in English Song to Improve Students Listening Comprehension of The First Grade At MA NW Kabar in Academic Year 2021/2022”.

B. Theoretical Bases

1. The Definition of Listening

Listening is natural precursor to speaking; the beginning phases of language advancement in a person’s first language (and in naturalistic acquisition of different dialect) are subject to listening. ¹⁰Also Anderson and lynch, listening as understanding isn’t that happens on account of what a speaker says: the audience has an essential part to play simultaneously, by enacting different

⁹ Anwar, “Improving Students Listening Comprehension of SMA Negeri 2 Luwak Through Adapting Dictogloss”, *e.journalbahasantodea*, Vol. 1, No. 1, January 2013.

¹⁰I.S.P. Nation and Jonathan Newton, “*Teaching ESL/EFL Listening and Speaking*”, (New York :Routledge 2009), P. 37.

sorts of information and by applauding what students knows to what students hears and attempting to get what the speaker means.¹¹Listening is a significant ability it empowers language students to receive and communicate with language input and works with the rise of other language skill.In light of theoretical above unmistakably listening is vital part of acquiring English and vital expertise to be sure in every day correspondence. Through listening individuals can comprehend the motivation behind other discourse, and it is trusted that the audience members can give reactions appropriately.

Listening is a point that has importance for us all. As a significant part in oral language handling, there is no communicated in language without listening. Listening is likewise a field that is interrelated with numerous fields of request and improvement. Listening is the moral antecedent to talking; the beginning phase of language improvement in a person's first language (and in naturalistic obtaining of different dialects) are subject to listening. Listening is the method of learning the language. It gives that students data from which to develop the information essential for utilizing the language. At the point when this information is developed, the listening-just period is a period of perception and realizing which gives the premise to the next language abilities.¹²

From the clarification above listening expertise is a vital aspect for getting message successfully. It is a blend of hearing what another individual says and mental inclusion with the individual who is talking.

¹¹Abbas Pourhossein Gilakjani, "A Study Of Factors Affecting EFL Learner's English Listening Comprehension And The Strategies For Improvement", *Journal of Language Teaching and Research*, Vol 2, No. 5, September 2011, P. 97.

¹²Vandergrift Larry and C. M .Goh Christine, "*Teaching and Learning Second Language Listening : Metacognition in Action*", (New York : Routledge, 2012), P.4.

2. Types of Listening

There are six kinds of paying attention to know before someone needs to become familiar with the ability¹³. Those are:

- a. Intensive: center around phonology, linguistics structure, and lexis. Students pays close consideration regarding what is really said
- b. Selective: center around primary thoughts, pre-set undertaking. Students endeavors to separate key data and use data in a significant way.
- c. Interactive: center around becoming dynamic as a student. Students cooperates verbally with others to find information or negotiate solution.
- d. Extensive: center around listening ceaselessly, overseeing huge measures of listening input. Student pays attention to longer concentrates and performs importance content assignment.
- e. Responsive: center around student reaction to include. Student looks for freedoms to react and pass on their own perspectives and thoughts.
- f. Autonomous listening: center around student the executives of progress, route of “help” choices.

3. Process of Listening

Speech-processing theory distinguishes between to types of processing in both listening and reading comprehension.¹⁴Bottom-up processing proceeds from sound to word to grammatical relationship to lexical meaning. Top-down processing is evoke from “a bank of prior knowledge and global expectations” and other background information that the listener brings to the text.¹⁵

Bottom-up techniques typically focus on sound, word, intonation, grammatical structure and other components of spoken

¹³Michael Rost, “*Teaching and Researching Listening*”,Britania Raya, : Pearson Education Limited, , 2011), P. 182-183.

¹⁴H. Douglas Brown, “*Teaching By Principles an Interactive Approach to Language Pedagogy : Second Edition*”,(USA : Pearson Education, 2001), P. 260.

¹⁵Gilakjani, “A Study of Factor Affecting EFL Learners’ English Listening Comprehension and the Strategies for Improvement”, *Journal of Language Teaching and Research*, Vol. 2, No. 5.2011, P. 982.

language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning with global understanding and with the interpretation of a text.

According to Tyagi the method involved with listening happens in five phases. They are hearing, understanding, remembering, evaluating, and responding.¹⁶

a. Hearing

This refers to the reaction brought about by sound waves that invigorate the tactile receptors of the ear which is an actual reaction. Listening is the view of sound waves, you need to listen, however you needn't bother with to pay attention to hear (the discernment expected to listen relies upon consideration). The mid channels improvements and permits a couple of individuals to be chosen for center, this specific discernment is known as consideration a significant.

b. Understanding

This progression assists with understanding the images that we have seen and heard. We should examine the importance of the improvement that have felt. Emblematic incitement isn't just word yet in addition seems like adulation also scenes like blue uniforms that have symbolic meanings too; the which means connected to these images is a component of our past affiliation and the setting in which they show up. For fruitful relational correspondence the planned significance and the setting expected by the sender.

c. Remembering

Since it implies that the individual has not exclusively been knowledge also deciphered yet the message has added it to the brain of the bank's capacity. In listening is the thing that we are searching for, so is the memory of what was initially seen or heard.

d. Evaluating

Just attentive people take an interest at this stage in listening. At this point the alternative person gauges proof, sorts

¹⁶Babita Tyagi, "Listening : An Important Skill and its Various", *The Criterion An International Journal In English*, Vol. 12, No. 1, February 2013, P.2-3.

reality from assessment, and decides the presence or nonappearance of inclination or bias in message; the viable audience ensures that the individual in question doesn't start this action too early; starting this phase of the interaction before a message is finished necessitates that we at this point don't hear and take care of the approaching message therefore, the listening system stops.

e. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

4. Listening Comprehension

Listening as comprehension is the traditional way of thinking about the nature of listening.¹⁷ Comprehension is correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see "intension" used for both the composite and the primitive ideas, it illustrated that comprehension is the process to understand something.

While Abbas defines that listening comprehension as the ability to understand the spoken language of native speakers.¹⁸ In addition listening comprehension is an active and conscious process in which the listener construct meaning by using cues from contextual information and from existing knowledge, while relaying upon multiple strategies resources to fulfill the task requirement.¹⁹

¹⁷ Jack C. Richard, "Teaching Listening and Speaking: from Theory to Practice", (United Kingdom: *Cambridge University Press*, 2008), P.3

¹⁸ Abbas Pourhossein Gilakjani, "A Study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement", *journal of language and research*, Vol. 2, No. 2, September 2011 P. 978

¹⁹ G. Buck, "*Assesing Listening*", (New York: Cambridge University Press, 2001), P.7

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

a. Testing Listening Comprehension

According to Jonathan testing listening that this segment and the accompanying one contain portrayals of a wide assortment of listening test procedures.²⁰Those are ;

1) Dictation

The instructor peruses resoundingly a text of around 150 words express by phrase. The students compose each expression as they hear it. This sort of test has been utilized as a trial of general language capability.

2) Fractional Correspondence

The students have a deficient composed text before them. As they listen to a verbally expressed adaptation of the text, they fill in the missing part on the written text.

3) Text with Questions

The students have a rundown of various decision inquiries before them while they pay attention to a text being perused or a recorded exchange. As they listen they answer the inquiries.

4) Reacting to Articulations

The students pay attention to articulations or questions and react to them by choosing from various decision things of words or pictures, by furnishing a short response.

5) Three Decision Genuine bogus

Rather than reacting to articulations with simply obvious or bogus, the categories of reaction are permitted valid, bogus.

6) Recorded Cloze

²⁰I.S.P. Nation And Jonathan Newton, “*Teaching Esl/Efl Listening And Speaking*”, (New York :Routledge 2009), P. 16.

The students pay attention to a copying where each fifteenth word as been supplanted by a "bleep" sound and with stops toward the finish of each sentence. As they listen the students compose the missing words.

7)Data Move

The students pay attention to a portrayal or discourse and name outline or filling a diagram or table while they tune in.

5. Concept of Song

This part presents the hypothesis about the meaning of English song, song as learning sources and advancing language mindfulness by utilizing song.

a. Definition of Song

Song, in light of the oxford word reference is a little piece of music. Inexpansion, states that melody is a piece of music which has words, what's more it has a few components that cause tune to contrast from the verse ordiscourse in spite of the fact that they are having numerous similitudes.²¹ Tunes are a normal method for getting youngsters to focus on rhymes and a pleasant approach to learn.²² It means that song isn't just go about as a vehicle of diversion or on the other hand a movement to occupy their available energy to sing, yet in addition to figure out how to discuss different words appropriately and accurately, figure out how to perceive different language articulations or terms, and assist them with perceiving words listened.

b. Types of Song

The educator can't utilize a wide range of tunes that are dispersed all over. Educator should be particular in utilizing melodies in class. They should truly think about the kind of tune, class, and level of trouble. So that this can assist educators

²¹Dale T. Griffiee, "*Songs in Action*", (New York : Prentice Hall, 1992), P. 3.

²²Becky Iwasaki et al., "Let's Bring Back the Magic of Song for Teaching Reading", *The Reading Teacher*, Vol. 67, No. 2, 2013, P. 138.

with accomplishing their instructing objectives. The Tunes thought to be painstakingly chosen for the ESL classroom makes the accompanying ideas:²³

- 1) Song verses ought to be clear and uproarious, not lowered in the instrumental music.
- 2) The vocabulary load for the tune ought to be fitting to the capability level.
- 3) Songs ought to be pre-evaluated for conceivably dangerous substance, like unequivocal language, references to savage demonstrations or sex, or unseemly.

c. Promoting Language Awareness by Song

Bolitho et al declared Language mindfulness is "a method for assisting students with aiding themselves".²⁴The consequence of raising language mindfulness "won't simply be language use, yet additionally language use which is more delicate to issues of culture, character and value. Teacher too expressed for the understudies who are sincere to learn or sing English melodies, paying attention to English melodies can incite them to pose inquiries about the language.

They need to snatch the abilities of talking the English language before student can sing the tunes all alone. In this cycle, the challenges that students have experienced in singing English tunes will empower them to see the hole between their genuine execution in the objective language and the capability of the local artists. "This seeing can give notability to a component, with the goal that it turns out to be more recognizable in future information, and in this manner adds to the learners mental preparation to get cap feature".

In addition, albeit most understudies see paying attention to also as learning English tunes as amusement, they are additionally learning certainly and unknowingly, which is a

²³Poppleton C," Music to our Ears", *American Language Review*, Vol. 5, No.1, 2001, P. 15.

²⁴Bolitho, et.al, "Ten Questions About Language Awareness", *ELT Journal*, Vol. 57, No. 3, P. 251

considerably more charming and productive method for advancing language mindfulness than precisely membering monotonous course-books of jargon and sentence structure. Language mindfulness isn't instructed by the instructor or by the coursebook, yet it is created by the student.

6. The Concept of Dictogloss Method

1) The Meaning of Dictogloss Technique

Dictogloss as a multiple skill and system consist of listening, writing, and speaking and relies on students knowledge of semantic, syntactic, and pragmatic system of the target language to complete the task with focus on grammatical competence. Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of this name) in fact is quite distinct from dictation in both procedure and objective.²⁵

Dictogloss also is an intelligent strategy which advances agreeable learning and can aid the improvement of both the educator also students' listening appreciation.²⁶ Not at all like in the conventional technique of correspondence, in dictogloss just the substance of the text is relied upon to be created by the students. Dictogloss is an intelligent educating strategy utilizing transcription movement where students pay attention to a section, note down watchwords and afterward cooperate to make a reproduced rendition of the text.²⁷

In the meantime Dependent on English Board site, the meaning of dictogloss is a classroom transcription action where students are needed to be a short text by listening and taking note of down watchwords, which are then, at that point, utilized as a base for recreation.

²⁵Ruth Wajnryb, "*Resource Book for Teacher*", (New York : Oxford University Press, 1990), P. 56.

²⁶Ramlatu Jibir Daura, "Using Dictogloss as an Interactive Method of Teaching Listening Comprehension", *Advances in Language and Literary Studies*, Vol. 4 No. 2, July 2013, p. 112-114.

²⁷*Ibid*, P. 113.

2) Types of Dictogloss

There are some types of dictogloss, for example²⁸

a. Dictogloss Negotiation

In Dictogloss negotiation, as opposed to gathering individuals talking about what they heard when the instructor has gotten done with perusing, understudies talk about after each segment of text has been perused. Areas can be one sentence long or longer, contingent upon the trouble of the text comparative with students' capability level.

b. Student Controlled Dictation

In Understudy - Controlled Correspondence, understudies utilize the educator as they would utilize a recording device. All in all, they can ask the instructor to stop, return, i.e., rewind, and skirt ahead, i.e., quick forward. Nonetheless, students remember that the point of dictogloss is the formation of an suitable reproduction, not a copy.

c. Students Dictation

Rather than the instructor being the one to peruse the text, understudies alternate to peruse to one another. Understudy transcription works best after understudies have gotten comfortable with the standard dictogloss system. This dictogloss variety includes key components of agreeable learning, specifically support from all gathering individuals, individual responsibility (every part alternates controlling the movement) and positive association as gathering individuals investigate importance and accuracy together.

d. Dictogloss Summaries

While in the standard dictogloss strategy understudies endeavor to make a remaking of roughly a similar length as the first, in Dictogloss Outlines, understudies center just around the vital thoughts of the unique text.

e. Scrambled Sentence Dictogloss

Scramble Sentences is a famous procedure for educating a number of language abilities. Mixed Sentences

²⁸*Ibid*, P. 9-12.

Dictogloss utilizes his procedure to raise the trouble level of dictogloss and to concentrate students' consideration on how texts fit together.

f. Elaboration Dictogloss

In Elaboration Dictogloss, understudies go past what they hear to reproduce a text as well as to further develop it.

g. Dictogloss Opinion

In Dictogloss Assessment, after understudies remake the text, they offer their viewpoint on the writers' thoughts. These conclusions can be embedded at different focuses in the text or can be composed toward the finish of the text. On the off chance that understudy critique is embedded all through the text, it advances a sort of exchange with the first creators of the text.

h. Picture Dictation

Correspondence doesn't generally need to include composing sentences and sections. Instead, students can do different exercises dependent on what the instructor peruses to them. For example, they can finish a realistic coordinator. Another chance, depicted underneath, is to draw.

3) Advantages and Disadvantages of The Dictogloss Method

The dictogloss model offers a few possible benefits over other models of showing listening comprehension.²⁹

a. Advantages of Dictogloss Method

There are many benefits to utilize dictogloss method, such as:

- 1) The dictogloss strategy is a successful method of joining person also bunch exercises.
- 2) The dictogloss strategy works with the advancement of the learners' open capability.
- 3) The remaking stage assists understudies with evaluating their speculations and in this manner to recognize their qualities and shortcomings.

²⁹Orana Vasiljevic, "English Language Teaching", *Faculty Of Literature*, Vol. 3, No. 1, 2010, P. 41.

b. The Disadvantages of Dictogloss Method

The worth of a correspondence is expanded assuming that the students know what mistakes they made. Dictation will be best when it includes known jargon which is introduced in new collocations and developments, and whenever there is opportunity for reiteration of the material.³⁰ So the researcher can reason that the impediment of dictogloss technique is new collocations and developments are befuddling the students. Students momentary memory, and reiteration are the method for learning issues. How to anticipate that students do not experience difficulties when using dictogloss technique namely by using material/song that is easy to understand, so that students do not experience difficulties and get bored during the teacher and learning process taking place.

4) The Stages in The Procedure of Dictogloss Method

There are eight stages in the procedure, there are;³¹

- a. The teacher wrote the material on the board.
- b. The teacher explains the material that has been written to students and their instruction.
- c. The teacher listen to the song that has been determined.
- d. Students listen to the song that is played then dictate.
- e. The teacher told students to write vocabulary in the song.
- f. The teacher gives question to students related to songs that have been heard and collected.
- g. The teacher asks students to advance to the class to dissent the result of the dictation.
- h. The teacher invites students to discuss the result of the dictation.

7. The Teaching Listening Comprehension Using Dictogloss

Dictation is the act of writing something that someone says or reads out as it is being said or immediately after it is said. In a classroom dictation given as a learning exercise device, the

³⁰*Ibid*, P.7.

³¹Ruth Wajnryb. "*Resource Book for Teacher*".(New York : Oxford University Press, 1990), p. 7

students write down on paper what they hear from a live or taped dictation and it offers much as a technique for motivating language learners to understand spoken language³². Researchers suggest that dictation is dual-access processing because in taking dictation the learner alters and harmonizes his/her perception, conception, and expression. dictation exercises improve students' ability to distinguish sounds in continuous speech as well as improving their spelling and their recognition of grammatically correct sentences and their production of them. From the results of his study, presents that dictation is a good indicator of overall English language ability and helps students to integrate and develop all four language skills.

Even though dictation has many benefits, it is not often used in English listening classes. This is often because both teachers and students feel under unnecessary pressure to understand every word. For an effective dictation practice, dictation the learner employs more than one mental power, s/he is more successful in internalizing the language s/he hears. Regarding how to administer dictation in a classroom, dictation in a foreign language is a more highly skilled task than is generally realized, and suggests a partial or a passage dictation, depending on the level of the learners and the goals of dictation set by the teacher. According to him, an item or a partial dictation is that students are given incomplete. Dictation also gives students valuable practice for note-taking. Learning to take notes effectively will help the students to remember important information.

C. Hypothesis

Hypothesis is temporary of some problem that usually happen in every research. The hypothesis from this research is how does the implementation og dictogloss in English song to improve students' listening comprehension at the tenth-geed of MA NW Kabar in academic year 2021/2022.

³² Marchi, G., & Najul, M. (1994). Note-taking: The link between oral and written production. *English Teaching Forum*, 32(2), 46-48

CHAPTER III RESEARCH METHOD

A. Setting of Research

The research setting explains where and when the carried out and how many cycles will be carried out to improve listening comprehension using the dictogloss technique. This research took place at MA NW Kabar, the location is in Kabar village, Sakra District, East Lombok Regency, NTB Province and will be carried out in the even semester in february of the 2022 academic year. The reason the research chose the location of this research is accessible for researchers' so that the research do the final more easily.

B. Object of Research

The object of this research is the implementation of dictogloss technique to improve students' listening comprehension.

C. Design of Research

This research use Classroom Action Researcher (CAR). Classroom action research is research conducted with the aim of improving the quality of learning in the classroom.³³ This research focuses its research object on all existing things in the class, both physical and non-physical. This means that all the things that happen in the classroom when learning takes places. The classroom action research design (CAR) used in this study was the Kemmisand Taggart model which consisted of four components, namely planning action, observation and reflection.³⁴

The Classroom Action Research was conducted collaboratively with the English teacher of MA NW Kabar. The collaboratively focused on finding and defining the research problem, planning the action, implementing the action of the research, observing the class, evaluating and data analysis. The action was

³³Rochiat iWiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2014), p. 11.

³⁴Kemmis, S., & Mc Taggart, R., *the Action Research Reader*, (Victoria: Deakin University, 1990), p.122.

conducted by the researcher in cycles and each cycle covered four stages of activities. In simple terms, the principle of implementing classroom action research according to the Kemmis and Taggart model is carried out in the form of a cycle assessment process consisting of four stages which is describe as follow:

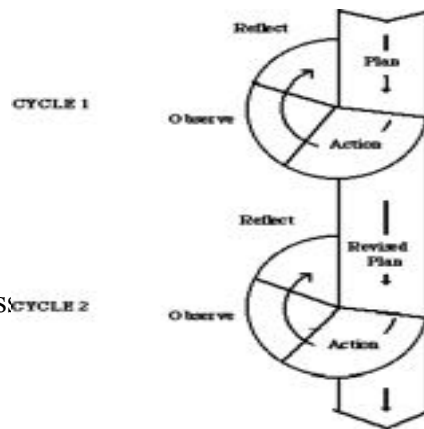


Figure 1. Classroom Action Research Cycle

a. Planning

Planning is the initial phases in the research. Without planning the research that the essayist was not be center. Planning is the readiness before that analyze doing this activity. In this progression, the specialist readies some learning equipment. For example:

1. The researcher prepares the lesson plan for the learning process.
2. The researcher prepares the material of the subject.
3. The researcher plant to give the students a song.
4. The researcher prepares the learning plan.
5. The researcher use Dictogloss technique.

b. Taking Action

The researcher explains her phase of action as follow:

1. Initial activities
 - a. Teacher greets students
 - b. Teacher check students attendance
 - c. Teacher review previous material
 - d. Teacher delivers topic and instructional goal

- e. Teacher explain the instruction step using dictogloss technique
- 2. Core activities
 - a. The teacher wrote the material on the board.
 - b. The teacher explains the material that has been written to students and their instruction.
 - c. The teacher listen to the song that has been determined.
 - d. Students listen to the song that is played then dictate.
 - e. The teacher told students to write vocabulary in the song.
 - f. The teacher gives question to students related to songs that have been heard and collected.
 - g. The teacher asks students to advance to the class to dissent the result of the dictation.
 - h. The teacher invites students to discuss the result of the dictation.
- 3. Closing
 - 1) Reflect on learning activities
 - 2) The teacher guides students to draw conclusion from the material that has been taught.
 - 3) Delivering material that will be taught at the next meeting.

c. Observing

This is a stage to observing the situation in learning process and evaluate the result of observation which is also to know if there is a weakness or problem in both cycle. Observation will be done during teaching and learning process base on the format of interactional, all of the students and teacher activity will be written in observation sheet. However, in this research researcher as the teacher and the teacher english of First Grade of MA NW Kabar as the observer to observe the teaching and learning process.

d. Reflecting

Reflection is a process of improvement carried out by researchers after teaching. Reflection is carried out at the end of the learning cycle with the aim that researchers can identify weaknesses and strengths in the learning process. Furthermore, in the core activities, the researcher analyzes all the data that has been obtained on the implementation of the action and the observation

process. Researchers analyzed the advantages and disadvantages of the technique that have been applied. Thus, after reflection, teacher and researcher will find it easier to prepare the next lesson plan.

D. Instrument of Research

The instrument is one of the tools used by researcher in collecting research data. In this case, the researcher used the following instrument:

1. Observation

Observation is a method used by a researcher to retrieve data in the form of observation about the phenomena that are the target observation. In this case the researcher made observations of the activities of students and teacher in the teaching and learning process.

In the teaching and learning process the teacher gives an explanation to students about the material to be taught along with the instruction later the teacher listens to a predetermined song after that the teacher ask students to write down the vocabulary in the song, next the teacher gives question to students related to the song that has been heard and then the teacher asks invites students to discuss the result of the dictation. In the learning process students listen to the material presented by the teacher then students answer several question from the material that has been delivered by the teacher and discuss the result.

Table 3.1
Teacher Activities

No.	Activities Observed	Score			
		1	2	3	4
1.	The teacher write the material on the board.				
2.	The teacher explains the material that has been written to students and their instruction.				

3.	The teacher listen to the song that has been determined.				
4.	The teacher gives question to students related to song that have been heard and collected.				
5.	The teacher gives question to students related to song that have been heard and collected.				
6.	The teacher asks students to come to the front of the class to present the result of the dictation.				
7.	The teacher invites students to discuss the result of the dictation.				
Total Score					
Maximum					

Note :

Information:

Score

If there is no activity the teacher is given a score of

1

If there is partially activity the teacher is given a score of

2

If less frequently activities the teacher is given a score of

3

If the activities fully by the teacher, they are given a score of

4

Formulation:

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

Table 3.2
The interpretation of teacher score Activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

Table 3.3
Students' Activity

No.	Activities Observed	Score			
		1	2	3	4
1.	Students listen to the material delivered by the teacher				
2.	Students listen to songs that are play by the teacher.				
3.	Students write what is heard carefully lyrics and vocabulary that is difficult to understand				
4.	Students answered question given by the teacher.				
5.	Students discuss the result of dictation.				
Total Score					
Mean					

Note :

Information:

Score

If there is no activity the students' is given a score of

1

If there is partially activity the students' is given a score of

2

If less frequently activities the students' is given a score of

3

If the activities fully by the students', they are given a score of

4

Formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

Table 3.4

The interpretation of students' score Activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

2. Test

In this research, the researcher give the students tests, the types of tests is oral and written, to know the improvement of their students listening cognizance, particularly utilizing dictogloss technique. The test given by the researcher in the form of song that would be screened to students and students would listen and observe the contents of the song using technique dictogloss. The test is given to know the students accomplishment prior and then afterward learning process.

Table 4.5
Listening Assessments³⁵

No.	Aspect	Criteria
1.	Vocabulary Mastery	Can find new word when students listen to the song
2.	Pronunciation	Can imitate the pronunciation of original singer
3.	Listening Skill	The ability to understand what students hear
4.	Speaking Skill	The ability to regret the song

To components of listening ability score as follows:

VM : Vocabulary Mastery

P : Pronunciation

LS : Listening Skill

SS : Speaking Skill

Note :

Category:	Score
Excellent	4
Good	3
Sufficient	2
Less	1

$$\text{Score} = \frac{\text{total of score}}{\text{maximal score of five component}} \times 100$$

To know the criteria of students score, it can be class if as follow;

³⁵Saun Lolong, Persepsi Mahasiswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris, (Skripsi, FIB Universitas Sam Ratulangi, Manado, 2019) P.9.

Table 3.6
The interpretation of students' score.

Persentase of scores	Criterion
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
10-20	Bad

The formula for counting the average score is as follow:

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

note :

\bar{x} : average (mean) of the student score

$\sum X$: total of the student score

N : total of the student³⁶

3. Documentation

Documentation is a way that utilization a composed source like privet records (like diaries, journals, digital books, and message) and public records like paper, magazines, and official report. Record is vital to gather information which is need by the scientist. In this research, the scientist took the information from the school, for example, history of the school, complete of teacher, all out of the students, and state of school.

E. Indicator Success

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

³⁶Ary Donald, et.al, "Introduction To Research In Education", (Usa :WardsworthCengage Learning, 2010), P.108.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter present the results of research and discussion about the effectiveness of dictogloss in English song to improve students listening comprehension of the first grade at MA NW Kabar in academic year 2021/2022. This implementation is carried out in two cycles. Each cycle consists of planning, actions, observation and reflection with quantitative and qualitative data to collect students scores during the research process. The researcher analyzed and found the ability of students when implementing dictogloss techniques in teaching practices in April 2022.

A. Research Findings

In this case, the researcher presented the result of this research. As stated in the previous chapter, the research method used in this research is classroom action research in cycle 1 and cycle 2 with planning, implementation, observation and reflection. Cycle 1 has three meetings and cycle 2 has two meeting, each cycle will be reflected to find out result of the action. All stage in this research will be described as follows:

1. Cycle 1

a. Planning

In this step, researcher has made a plan to take actions based on the problem faced by students in the listening comprehension in English songs using dictogloss techniques. In this case, researcher developed a lesson plan based on teaching materials. In addition, researcher also prepared post-test 1 to determine the ability of students and whether the students score has developed or not from tests in cycle 1 to cycle 2.

b. Acting

This cyclical action was carried out on 14, 15, 18 April-2 Mei 2022. In this step the researcher acted on the lesson plans while the English teacher acted as an observer who observed the activities of

teacher and students during process. The full explanation of this cycle will be described as follows:

1) The first meeting

The first meeting began with explaining related to songs and dictogloss techniques such as providing and explanation of the understanding of song, steps or procedures and examples of dictogloss technique themselves. In this step too, researchers built good interactions and communication with students to make students fell of enjoying lessons and building their background capabilities. In addition, researchers also provide and example of how the implementation of dictogloss techniques will be practiced at the next meeting. This was done step before the researcher applied dictogloss technique in learning.

2) Second meeting

At the second meeting, researcher began implementing dictogloss technique in teaching. Initially the researcher asked the material discussed at the previous meeting, this was carried out by researcher to determine the ability of students to understand the material that had been taught. Then as an emphasis, researcher explained the material about the use of English songs using dictogloss technique. After giving an explanation, the researcher distributes the song that will be used to all students and directs students to listen to the song that will be careened by the researcher and after the researcher has finished playing the song, the researcher direct students to make notes related to what is conveyed from the song lyrics. Then the researcher direct the students to make notes related to what students have heard from the song. After that, the researcher directs students to read the result of their records. When the teaching and learning process takes place, researcher make observation to determine the ability and difficulties of students in learning process. In this case, researcher act as teacher during learning while the teacher acts as an observer. When the teaching and learning process has been completed. Researcher examine the observation made by teacher.

Finally, at this meeting the researcher reminded students to prepare for the exam at the next meeting based on the material that had been taught before.

3) Third meeting

At the last meeting of the first cycle, the researcher conducted test on the ability to listen to students new songs to be displayed. Then given questions in the form of sheets provided by the researcher. Before distributing questions, researcher give instructions to students about how to answer question. At this stage, researcher observer student work.

c. Observe

At this stage, the English teacher at MA NW Kabar acts as an observer who observes activities in the classroom during the teaching and learning process. Observers use a pre-prepared observation checklist to observe teacher and students activities. Observers only need to give a value () base on real conditions in the classroom. The results of the observation checklist in cycle on will be explained as follows:

1). Teacher Activities Observe

Table 4.1
Teacher activities in cycle 1

No.	Activities Observed	Score			
		1	2	3	4
1.	The teacher write the material on the board.			√	
2.	The teacher explains the material that has been written to students and their instruction.		√		
3.	The teacher listen to the song that has been determined.			√	
4.	The teacher gives question to students related to song that have been heard and collected.			√	
5.	The teacher gives question to		√		

	students related to song that have been heard and collected.				
6.	The teacher asks students to come to the front of the class to present the result of the dictation.			√	
7.	The teacher invites students to discuss the result of the dictation.		√		
Total Score		18			
Maximum		28			
Average		64			
Category		Fair			

The total score is obtained from each teacher activity such as convey the theme or title of the lyrics song, ask students to listening the songs. The average teacher activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{T score}}{\text{Max score}} \times 100$$

For the category obtained from the final value of the teacher activities. There are four categories of teacher grades such as:

Table 4.2
The interpretation of teacher score activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

$$\begin{aligned} \text{Mean} &= \frac{18}{28} \times 100 \\ &= 64 \end{aligned}$$

From the observations of teacher activities above, the result show that the average score of teacher is 64, which means that teacher teach fairly. However, there are several aspects that need to be improved such as the delivery of the learning themes to be discussed, ask students to mark important things found in the listening, discuss the main points or ideas from the listening song and so on.

b). Students Activities

Table 4.3
Student activity in cycle 1

No.	Activities Observed	Score			
		1	2	3	4
1.	Students listen to the material delivered by the teacher			√	
2.	Students listen to songs that are play by the teacher.		√		
3.	. Students write what is heard carefully lyrics and vocabulary that is difficult to understand		√		
4.	Students answered question given by the teacher.		√		
5.	Students discuss the result of dictation.		√		
Total Score		11			
Maximum		20			
Average		55			
Category		Poor			

The total score is taken from all students activities. The average students activity is obtained from the formula bellow:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

For the categories obtained from the final value of students activities. There are four categories of students score such as:

Table 4. 4
The interpretation of student score activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

$$\begin{aligned} \text{Mean} &= \frac{11}{20} \times 100 \\ &= 55 \end{aligned}$$

From the observation of students activities above, the results obtained that the average value of students score is 55 which means that students participation is included in the poor category. The acceptance of learning by students is still not maximized so that there are several aspects that need to be improved by students such as listening to the teacher explanation, making important things contained in the listening song, students activity in the learning process and so on.

Table 4.6
Students' score in test of cycle 1

No.	Initial Name	Aspect				Total Score	Conversion
		VM	P	LS	SS		
1.	AFTM	2	2	2	3	9	56,25
2.	AIM	2	2	3	2	9	56,25
3.	AIMA	2	2	2	3	9	56,25
4.	DS	3	2	3	2	10	62,5

5.	FKM	2	3	2	3	10	62,5
6.	HDS	3	2	3	2	10	62,5
7.	JI	2	2	2	2	8	50
8.	LSSA	3	2	2	3	10	62,5
9.	MH	3	2	3	2	10	62,5
10.	MASSS	2	3	2	3	10	62,5
11.	MF	2	3	2	3	10	62,5
12.	MSY	3	3	3	2	11	68,75
13.	NR	2	2	3	3	10	62,5
14.	SR	2	3	2	3	10	62,5
15.	SN	2	3	2	3	10	62,5
16.	YDA	3	2	3	2	10	62,5
17.	ZN	2	2	3	3	10	62,5
18.	ZMN	3	2	3	2	10	62,5
Total Score						176	1.100
Means						977,7	61,11

Note:

VM : Vocabulary Mastery

P : Pronunciation

LS : Listening Skill

SS : Speaking Skill

The process of getting the mean conversion score:

$$x = \frac{\sum x}{N} \times 100$$

note:

x = Mean conversion score

$\sum x$ = Total of Score

N = Number of Students'

The process of obtaining grades is taken from the value of each student in each aspect of the listening assessment. For example, NR got 2 on the aspect of vocabulary mastery, got 3 on the pronunciation aspect, got 2 on the aspect of listening skill, got 3 on the aspect of speaking skill, all scores are 2+3+2+3+=10. So if

the total student score is divided by the maximum score of the four components, which is 18 times 100, it produces a conversion score of 62,5.

$$x = \frac{6111}{18} \times 100 = 61$$

Based on the table, score conversion is a technique for processing and converting raw test results into standard scores. The total conversion value is 61,11. Then the average conversion result is divided by the number of students, which is 18 so as to produce the average conversion value 60 fair category. This means that the student's score has not reached the KKM average value, which is 75. And to achieve the average value of the KKM, the researcher must do the next cycle and test 2 to find out the student's score.

$$x = \frac{6111}{18} \times 100 = 61$$

d. Reflection

At this stage the researcher evaluates the results of the application Dictogloss technique in teaching and learning process. Based on the observation checklist of student and teacher activities, there are still many weaknesses, including the teacher hasn't delivered the theme or title of song, the teacher hasn't asked students to read the song, the teacher hasn't asked students to mark the important things that are found in the listen , the teacher hasn't asked students to discuss the main ponit or ideas of song and the teacher hasn't asked other students about the right answer about the song. While students who are still not optimal in receiving learning, not listening to teacher explanations, not mark important things in the listening song so that student activity in class is still low and students have not reached the KKM standard. Therefore, from the reflection above there should be more efforts to improve students' listening comprehension through Dictogloss techniques in cycle 2 such as providing interesting techniques in teaching and providing more motivation.

1. Cycle 2

a. Planning

After knowing the results of students' scores in cycle one that students were quite good at listening comprehension through the Dictogloss technique, the researcher decided to do cycle two to meet the standard of success. Researchers prepared lesson plans with the same modification in cycle I. In addition, researchers prepared a checklist for observing student and teacher activities. Then, the researcher also prepared post-test 2 to find out the students' scores.

b. Acting

1) The first meeting

At the first meeting of this cycle, the researcher asked the students about what they did not understand in applying the Dictogloss technique and what difficulties they found when applying the Dictogloss technique in a song. The procedure for this cycle is the same as the previous cycle as the researcher explains the material related to song and examples. After that, the researcher first reads the song while the students listen. Then the teacher asks students to write a song, then students write the main vocabulary in a song.

Finally, at this meeting the researcher reminded the students to prepare for the exam at the next meeting based on the material that had been taught previously.

2) Second meeting

In this meeting, the researcher conducted test 2 to get student scores. Before conducting the test, the researcher reviewed the material to remind students' abilities. Then inform them about the test, the researcher gave the test to the students and gave directions on how to answer the questions. In this case the researcher supervises the students' work.

c. Observe

1) Teacher Activities

Table 4.7
Teacher activities in cycle 2

No.	Activities Observed	Score			
		1	2	3	4
1.	The teacher write the material on the board.			√	
2.	The teacher explains the material that has been written to students and their instruction.			√	
3.	The teacher listen to the song that has been determined.				√
4.	The teacher gives question to students related to song that have been heard and collected.				√
5.	The teacher gives question to students related to song that have been heard and collected.				√
6.	The teacher asks students to come to the front of the class to present the result of the dictation.			√	
7.	The teacher invites students to discuss the result of the dictation.			√	
Total Score		25			
Maximum		28			
Average		89			
Category		Excellent			

The total score is obtained from each teacher activity such as convey the theme or title of the reading text, ask students to read the reading text etc. The average teacher activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

For the category obtained from the final value of the teacher's activities.

There are four categories of teacher grades such as:

Table 4.8
The interpretation of teacher score Activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

$$\begin{aligned} \text{Mean} &= \frac{\text{T Score}}{\text{Max Score}} \times 100 \\ &= \frac{25}{28} \times 100 \\ &= 89 \end{aligned}$$

From the observations of teacher activities above, the results show that the average score of teachers is 89 this means that the teacher's activity in applying Dictogloss techniques in learning increased from cycle 1 and obtained a excellent category, which means the teacher's activity in the learning process is very good and this is an observation. The last of the teacher's activities because it is very good.

2) Student Activities

Table 4.9
Student activity in cycle 2.

No	Activities Observed	Score			
		1	2	3	4
1.	Students listen to the material delivered by the teacher				√

2.	Students listen to songs that are play by the teacher.				√
3.	Students write what is heard carefully lyrics and vocabulary that is difficult to understand			√	
4.	Students answered question given by the teacher.			√	
5.	Students discuss the result of dictation.				√
Total Score		17			
Maximum		20			
Average		85			
Category		Excellent			

The total score is obtained from each student activity, such as students listening to the teacher's explanation of information related to narrative text learning materials, reading texts, marking important things in the text, and so on. The average value of student activity is obtained from the formula below:

$$\text{Mean} = \frac{\text{S. Score}}{\text{Max Score}} \times 100$$

For categories obtained from the final value of student activities. There are four categories of student scores such as:

Table 4.10
The interpretation of student score Activity.

Score	Category
> 80	Excellent
> 75	Good
> 60	Fair
< 55	Poor

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

$$= \frac{17}{20} \times 100$$

$$= 85$$

From the observation of student activity above, it was obtained that the average score of students was 85. This means that student activity during the teaching and learning process increased from cycle 1 and obtained an excellent category which means student participation is very good and this is the last observation on the activity. Students because student participation is very good.

3) Student scores

Table 4.11
Students' score in test of cycle 2

No.	Initial Name	Aspect				Total Score	Conversion
		VM	P	LS	SS		
1.	AFTM	3	3	4	3	13	81,25
2.	AIM	4	3	4	2	13	81,25
3.	AIMA	4	3	3	3	13	81,25
4.	DS	4	3	3	2	12	75
5.	FKM	4	3	4	3	14	87,5
6.	HDS	4	3	3	3	13	81,25
7.	JI	3	3	3	3	12	75
8.	LSSA	4	3	4	3	14	87,5
9.	MH	3	3	3	3	12	75
10.	MASSS	4	3	4	3	14	87,5
11.	MF	3	3	4	3	13	81,25
12.	MSY	4	3	4	3	14	87,5
13.	NR	3	3	4	3	13	81,25
14.	SR	3	3	3	3	12	75
15.	SN	3	3	4	3	13	81,25
16.	YDA	3	4	3	3	13	81,25
17.	ZN	4	3	4	3	14	87,5
18.	ZMN	3	4	3	3	13	81,25
Total Score						235	1.407,5

Means	1.305	78,19
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Note:

VM : Vocabulary Mastery

P : Pronunciation

LS : Listening Skill

SS : Speaking Skill

The process of getting the mean conversion score:

$$x = \frac{\sum x}{N} \times 100$$

note:

x = Mean conversion score

$\sum x$ = Total of Score

N = Number of Students'

The process of obtaining grades is taken from the value of each student in each aspect of the listening assessment. For example, NR got 3 on the aspect of vocabulary mastery, got 3 on the pronunciation aspect, got 4 on the aspect of listening skill, got 3 on the aspect of speaking skill, all scores are 3+3+4+3+=13. So if the total student score is divided by the maximum score of the four components, which is 18 times 100, it produces a conversion score of 81,25

Based on the table, score conversion is a technique for processing and converting raw test results into standard scores. The total conversion value is 1407,5. Then the average conversion result is divided by the number of students, which is 18 so as to produce the average conversion value 81. Therefore, it can be concluded that the students' reading ability increased, this means that the post-test score in cycle two was successful.

$$x = \frac{1.407,5}{18} \times 100 = 81$$

Table 4.12
Percentage of student scores

Meeting	Total score	Percentage
Cycle 1	1.087	61
Cycle 2	1.407.5	81

The results showed that there was an increase in student scores from cycle 1 the students listening skill score were 61 and the score in cycle 2 is 81. This means that the Dictogloss technique is able to improving students' listening comprehension.

a. Reflection

After conducting cycle 2, the researcher analyzed the test results and the researcher was satisfied because the students experienced a significant improvement test 1, and test 2. In addition, most of the students responded actively to the teacher. After achieving the research target, which is at least 75% of students passing the KKM score, the researcher decided to stop the research because it had been successful.

B. Discussion

This research is a classroom action research that uses a checklist of observations and tests to collect data. In this study, researchers used a written test to determine the application of Dictogloss techniques in improving students' listening skills. In this research, there are two cycles, namely cycle 1 with three meetings and cycle 2 with two meetings and each cycle has four steps, namely planning, observation, action and reflection. Before implementing the action, the researcher must do some planning such as preparing lesson plans, tests, observation lists and so on. In cycle 1, the researcher explains what a dictogloss is, the steps to determine the main idea or important things in the dictogloss and so on. After that, if it does not reach the KKM average value of 75, it means that the researcher has to do the next cycle. In cycle 2 the researcher did the same thing but emphasized more on listening knowledge, ability to listening, examples of finding the vocabulary and correcting the lack of steps in

cycle 1 and doing test 2. On test 2 the students achieved a score of 81 which means achieved the KKM average score and the research was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings above, it can be concluded this research succeeded in improving students' listening comprehension through Dictogloss techniques. This can be seen from the increase of student's scores in each cycle of observation and test activities. The teacher's activity score in the first cycle of observation is 64 and in cycle 2 is 89 and the student activities in the first cycle of observation are 55 and in cycle 2 is 85. It can be concluded that the Dictogloss technique can improve students' listening comprehension at the first-grade of Students MA NW Kabar.

B. Suggestions

With the research findings in applying Dictogloss techniques to improve students' listening skill, the researcher offers the following suggestions:

1. English teacher at MA NW Kabar, East Lombok especially in the first grade should try to apply Dictogloss technique to improve students' listening comprehension.
2. English teacher at MA NW Kabar, East Lombok especially in the first grade must guide and establish good communication and teaching with students in class.
3. English teacher at MA NW Kabar, East Lombok especially in the first grade must handle student activities during the teaching and learning process.
4. Researcher hope that students in MA NW Kabar, East Lombok especially in the first grade always do the practices that have been taught by him.

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APPENDICES

APPENDIX A
Song test in cycle 1 & 2

Song test in cycle 1

Promise
By: Harris J

I promise anytime you call me
It don't matter where I am
I'll always be there, like you've been there
If you need me closer. I'll be right ova
I swear, I swear
I promise anytime you call me
It don't matter where I am
I'll always care for you, go anywhere for you
If you need me closer, I'll be right ova
I swear,ohh

There are days when I just don't want to talk
And your feeling hit a wall
But that won't change
The love you've raised inside this family
Everything that I do is to make you proud
I just want to say it, and say it loud
You're my heat when Im cold
The place I call home, and always will be
Know that I'll be there for you, for you

Having someone to go to
Having someone to love
Having both is a blessing
That was sent from above
Oh, I know that wherever I'll go
You will be forever in my heart

I promise anytime you call me
It don't matter where I am

I'll always be there, like you've been there
If you need me closer. I'll be right ova
I swear, I swear

Every time that I need you by my side
Every time I lose my way in life
You are my circle of life, compass and guide
There behind me
And one day when the tables finally turn
And it's me you're depending on
I'll put you first, hold you close
Like you taught me
Know that I'll be there for you, for you.

Song test in cycle 2

I like you so much, you'll know it
By: Ysabelle ceuvas

I like your eyes, you look away when you pretend not to care
I like the dimples on the corners of the smile that you wear
I like you more the world may know but don't be scared
Cause I'm falling deeper, baby be prepared

I like you shirt, I like you fingers
Love the way that you smell
To be your favorite jacket just so I could always be near
I loved you for so long sometimes it's hard to bear
But after all this time, I hope you wait and see

Love you every minute, every second
Love you everywhere and any moment
Always and forever I know I can't quit you
Cause baby you're the one, I don't know how
I love you til a rainy day becomes clear
Never knew a love like this, now I can't let go
I'm in love with you and know you know

I like the way you try so hard when you play ball with your friends
I like the way you hit the notes in every song you're shining
I love the little things, like you're unaware
I catch you steal a glance and smile so perfectly

Thought sometimes when life brings me down
You're the cure, my love
In a bad rainy day, you take all the worries away

Love you every minute, every second
Love you everywhere and any moment
Always and forever I know I can't quit you
Cause baby you're the one, I don't know how
I love you til a rainy day becomes clear
Never knew a love like this, now I can't let go
I'm in love with you and know you know

APPENDIX B
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA NW Kabar
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Dictation and English Song
 Skill : Listening
 Alokasi Waktu : 2×45 menit (2 kali pertemuan)

A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
 KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, santun, percaya diri, dalam berintraksi dengan lingkungan social dan alam dalam jangkauan dan keberadaannya.
 KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunyatentang ilmu pengetahuan, teknologi terkait fenomena dan kejadian tampak nyata.
 KI.4 Mengolah, menyaji dan menalar dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dengan semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa inggris. 1.1.2 menganalisis kosa kata dalam lagu bahasa inggris menggunakan teknik dikte

2	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan teman.	1.2.1 Menyapa guru dan teman dengan santun. 1.2.2 memahami makna dari lagu
3.	3.2 Menyebutkan fungsi sosial dan kebahasaan dalam lagu	3.12.1 Mengidentifikasi fungsi social lagu secara lisan 3.12.2 Mengidentifikasi unsure kebahasaan dalam lagu secara lisan

C. Tujuan Pembelajaran

1. Mengungkapkan rasa syukur setiap saat dapat kesempatan belajar bahasa inggris dengan tepat.
2. Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat.
3. Mampu menganalisis tujuan dari lirik lagu yang di dikte

D. Materi Pembelajaran

Pertemuan pertama lagu bahasa inggris dari pelantun Ysabelle Cuevas dengan judul “ I like you so much, you’ll know it”

Fungsi social

1. Untuk melatih dan meningkatkan kemampuan speaking
2. Untuk melatih pronunciation
3. Untuk menambah kosa kata

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Coopetative Learning using dictogloss

Teknik : Discovary Listening

F. Media Pembelajaran

1. Laptop
2. Speaker

3. White board
4. Board marker
5. Print out lirik lagu

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (10 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
- Guru menanyakan kesiapan siswa untuk memulai pembelajaran.

2. Kegiatan Inti (30)

Mengamati

- Guru menjelaskan materi dictogloss kepada siswa
- Guru mulai memperdengarkan lagu kepada siswa sebanyak 3 kali.
- Siswa mulai mendengarkan lagu yang sudah disiapkan oleh guru kemudian diminta untuk mengenali setiap kata pada lirik lagu sehingga mampu memahami lirik dengan mudah.

Menanya

Dengan bimbingan dan arah guru, siswa menanyakan seputar pembahasan, mengecek pemahaman, menghargai kinerja yang baik, dan meminta/ mengungkapkan pendapat serta responnya dalam berbagai konteks.

Mengeksplorasi

Siswa meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, meminta atau mengungkapkan pendapat serta responnya.

3. Penutup (15 menit)

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari.

- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru menyampaikan informasi pembelajaran yang akan datang.
-

H. Penilaian

Teknik penilaian

- Observasi persentasi

Menilai kompetensi keterampilan

- Vocabulary
- Speaking
- Listening
- Pronunciation

Menilai kompetensi sikap

- Performa sikap Selama proses belajar mengajar