

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher present research finding and discussion. Hence, this chapter deal with the description of data, the hypotesis testing and discussion.

A. Description of Data

After completing the teaching learning process, the researcher measures the effectiveness of dictogloss technique in teaching listening skill for A eight grade students in MTs Al Huda which consists of 24 students, when the researcher do the research. However, there are two students who are absent of their sick. So, the students only consist of 22 students.

In this research, the researcher elaborates the students score based on scoring criteria, the students' mean score of both test, and percentage of the students' score.

To know the students' listening skill, the writer gives scoring criteria as adapted from (Sulthon, 2000: 13) as follows:

Table 4.1 Scoring Criteria

No.	Interval	Criteria
1.	91 up to 100	Excellent
2.	81 up to 90	Very Good
3.	71 up to 80	Good
4.	61 up to 70	Enough
5.	51 up to 60	Poor
6.	≥ 50	Very poor

Table above explained about the criteria of students score in listening ability. In this research, to know criteria of the student's achievement in pre-test and post-test, the researcher gives data of the test result about the student's score before using dictogloss technique and after using dictogloss technique in teaching listening, and percentage score in pre-test and post-test will be presented in the table as follows.

a. The Students' Score Before Taught by Using Dictogloss Technique

This pretest was given by asking students to answer the questions based on the text. The number of question was given by researcher about 20 questions. There were 22 students as respondents or subjects. Before the researcher gave the treatment, the researcher administered a pretest. This test was intended to know the students' listening ability before students got treatment.

From the pre-test' score of students, when they are get the test before given the treatment. The result of pre test would be presented in tables as follows:

Table 4.2 The Score of Pre test

No.	Subject	Pre test score
1.	A	45
2.	B	45
3.	C	80
4.	D	50
5.	E	50
6.	F	45
7.	G	60
8.	H	30
9.	I	55
10.	J	55
11.	K	55
12.	L	50
13.	M	60
14.	N	40
15.	O	40
16.	P	55
17.	Q	55
18.	R	65
19.	S	45
20.	T	55
21.	U	45
22.	V	40
		$\sum x = 1120$

From the table above, the research found the students' mean score of pretest by dividing the sum of students' score in pretest with the number of students. As follows :

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

$$X = \frac{1120}{22}$$

$$= 50.90$$

As a result, the average of pre-test is 50.90. The percentage of pre-test score will be presented as follows:

Table 4.3. The Frequency and Percentage of the students' score of pre-test

Criteria	Frequency	Percentage %
91 – 100	0	0%
81 – 90	0	0%
71 – 80	1	5%
61 – 70	0	0%
51 – 60	9	41%
≥ 50	12	54%
	$\sum n = 22$	$\sum p = 100\%$

Based on table above, the researcher can define that there are 54% of students get very poor, 41% of students get poor, 0% of students get enough, 5% of students get good, 0% students get very good, 0% of students get excellent.

b. The Students' Score After Being Taught by Using Dictogloss Technique

After getting a treatment (dictogloss technique), the students were given a post test. There were 22 students as respondents or subjects. The test is different from the pretest but both of them have same level of difficulties. The total question is 20. It is used to know whether the treatment gives effectiveness towards students' listening ability or not.

That are the post-test' score of students, when they are get the test after given the technique. The result of pre test would be presented in tables as follows:

Table 4.4. The score of post test

No.	Subject	Post test score
1.	A	85
2.	B	70
3.	C	95
4.	D	75
5.	E	85
6.	F	90
7.	G	90
8.	H	75
9.	I	90
10.	J	80
11.	K	90
12.	L	90
13.	M	95
14.	N	80
15.	O	90
16.	P	95
17.	Q	75
18.	R	95
19.	S	70
20.	T	80
21.	U	85
22.	V	65
		$\sum y = 1845$

From the table above, the research found the students' mean score of pretest by dividing the sum of students' score in pretest with the number of students. As follows :

$$Y = \frac{\sum y}{N}$$

$$Y = \frac{1845}{22}$$

$$= 83.86$$

As a result, the average of pre-test is 83.86. The percentage of pre-test score will be presented as follows:

Table 4.5. The Frequency and Percentage of the students' score of post-test

Criteria	Frequency	Percentage %
91 – 100	4	18%
81 – 90	9	41%
71 – 80	6	27%
61 – 70	3	14%
51 – 60	0	0%
≥ 50	0	0%
	$\sum n = 22$	$\sum p = 100\%$

Based on table above, the researcher can define that there are no students get very poor, no students get poor, 14% of students get enough, 27% of students get good, 41% students get very good, 18% of students get excellent.

From the description of data above, the researcher knew that the students got better listening skills after they were taught using dictogloss technique. It was indicated from the mean score in post test which was higher than the mean in pre test. On the other hand, based on the table 2.2, it is defined that the students' score in excellent criteria had increased (from 0% to 18%) in very good criteria had increased (from 0% to 41%).

Although the mean score of post test was higher than than pre test, and the students' score had improved significantly, it was necessary to find out whether the scores differences wre significant or not. Therefor, the researcher needs to test the hypotesis.

B. Hypotesis Testing

As mentioned previously in chapter I, the researcher hypotesisas follows:

- a. The Alternative Hypotesis (H_a) There is significant difference of students' listening ability taught by using dictogloss technique on the eight grade student's listening ability at MTs Al-Huda Bandung Tulungagung in academic year 2014/2015.
- b. The Null Hypotesis (H_0) There is no significant difference of students' listening ability taught by using dictogloss technique on the eight grade student's listening ability at MTs Al-Huda Bandung Tulungagung in academic year 2014/2015.

Table 4.6 revealed about the calculation result of t-test. In this case, the table show the effect of dictogloss technique in teaching listening and answer which one the hypotesis was accepted whether the null hypotesis or the alternative hypotesis.

Table 4.6. The Calculation result of t-test

No.	Subject	Pre test score (x)	Post test score (y)	Mean defiation (d) (y-x)	d ²
1.	A	45	85	40	1600
2.	B	45	70	25	625
3.	C	80	95	15	225
4.	D	50	75	25	625
5.	E	50	85	35	1225
6.	F	45	90	45	2025
7.	G	60	90	30	900
8.	H	30	75	45	2025
9.	I	55	90	35	1225
10.	J	55	80	25	625
11.	K	55	90	35	1225
12.	L	50	90	40	1600
13.	M	60	95	35	1225
14.	N	40	80	40	1600

15.	O	40	90	50	2500
16.	P	55	95	40	1600
17.	Q	55	75	20	400
18.	R	65	95	30	900
19.	S	45	70	25	625
20.	T	55	80	25	625
21.	U	45	85	40	1600
22.	V	40	65	25	625
		$\sum x = 1120$	$\sum y = 1845$	$\sum d = 725$	$\sum d^2 = 25625$

The significance test for this design is :

$$t_0 = \frac{D}{SxD}$$

Where,

D = Mean of differential pre-test and post-test

SD = Standard deviation

SxD = Standard error of the means for the differences

1. The mean of differential pre-test and post-test are calculated by the following formula:

$$\begin{aligned} D &= \frac{\sum d}{N} \\ &= \frac{725}{22} \\ &= 32.9 \end{aligned}$$

2. The standard deviation is calculated by the following formula

$$\begin{aligned} SD &= \sqrt{\frac{\sum d^2}{N} - D^2} \\ &= \sqrt{\frac{25625}{22} - 32.9^2} \\ &= \sqrt{1164.77 - 1082.41} \\ &= \sqrt{82.3} \end{aligned}$$

$$= 9.071$$

3. The standard error of the means for the differences is calculated by the following formula

$$\begin{aligned} S \times D &= \frac{SD}{\sqrt{N-1}} \\ &= \frac{9.071}{\sqrt{22-1}} \\ &= \frac{9.071}{\sqrt{21}} \\ &= \frac{9.071}{4.58} \\ &= 1.98 \end{aligned}$$

Then, the result of calculation are inserted to the t-test formula below so that the t-value can be know:

$$\begin{aligned} t_o &= \frac{D}{SxD} \\ &= \frac{32.9}{1.98} \\ &= 16.61 \end{aligned}$$

After getting the result of t_o , degree of freedom has to be calculated using the following formula;

$$\begin{aligned} Df &= N - 1 \\ &= 22 - 1 \\ &= 21 \end{aligned}$$

From the result above, we can know that the df is 21. We can see the “t” table using 5% (0.05) of significant level and 21 degree of freedom. And the result in 5% significant level is 2.08.

The computation above shows that the result of t_{count} is 16.61 and to know whether it is significant or not, the researcher used t_{table} . It can be seen that “t” with significant level 5% and degree of freedom 21 it is 2.08 while result of T_{count} is 16.61. So, it can be said that T_{count} is greater than T_{table} . ($t_{\text{count}} > t_{\text{table}}$).

From the result above, we can see that $16.61 > 2.08$. It means that, t_{count} is higher than t_{table} . So, Alternative hypothesis (H_a) that is state there is significant effect of using dictogloss technique to improve students' listening skill is accepted, and the null hypothesis (H_0) that there is no significant effect of using dictogloss technique to improve students' listening skill is rejected.

C. DISCUSSION

From the data analysis, the objective of this study was to know if there was effect of using dictogloss technique to improve students' listening skill at the eighth grade of MTs Al-Huda Bandung Tulungagung in academic year 2014/2015.

Based on research method in chapter III in this research, teaching learning process was divided into three steps. First step is researcher uses administers pre-test by giving listening test without using dictogloss technique before students get a treatment. It is to know the students earlier listening ability before they get a treatment. Second, The researcher gives a treatment. The treatment here is teaching listening skill by using

dictogloss technique. After, they got a treatment, they more encouraged and active to learn listening. The last steps, the students give a post-test after they got a treatment.

In the pre-test, the total score of pre-test was 1120, and the mean score was 50.90, while in the post-test the total score post-test was 1845, and the mean score was 83.86. Both the total scores and the mean score of post-test were higher than the scores in pre-test. It means that, the students' score improve after receiving the treatment in the form of dictogloss technique.

To check the significant effect of the treatment, the researcher analyzed the data using t-test formula. The result of t-test was 16.61. The researcher consulted the critical value on the t-table using 5% significant level and 21 degree of freedom is 2.08. From the result, t_{count} is higher than t_{table} ($16.61 > 2.08$). It means that, there is significant effect of using dictogloss technique to improve students' listening skill is accepted.

According to Wajnryb in Vasiljevic (2010:41) "Dictogloss is a classroom dictation activity where learners listen to a passage, write down key words and then work together to create a reconstructed version of the text. It can make students interactive in the class. Hence, the researcher applied dictogloss technique as treatment, the researcher proved some advantages Thornton in Vasiljevic said in chapter II. The reconstruction task gives students focus and the dictogloss procedure facilitates the

development of the learners' communicative competence. As a result, students able to had good achievement in listening skill.

From the discussion above, it could be conclude that the students listening skills after being taught using dictogloss technique is better than they were before being taught using dictogloss technique. Then, t_{count} is higher than t_{table} ($16.61 > 2.08$) the alternative hypotesis (H_a) is accepted. It means that, there is different score at the eight grade of MTs Al-Huda Bandung Tulungagung before using dictogloss technique and after using dictogloss technique. The different is significant. It can infer too that dictogloss technique is successful for the students in teaching listening skill.