

**THE EFFECTIVENESS OF USING DICTOGLOSS AS
INTERACTIVE METHOD TO IMPROVE STUDENTS'
LISTENING COMPREHENSION AT MAN 1 TULUNGAGUNG**

THESIS



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JUNE 2016**



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Presented to

**State Islamic Institute of Tulungagung in Partial Fulfillment of
the Requirements for the Degree of Sarjana Pendidikan Islam in
English Education**



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Tulungagung, June 21st 2016

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Declare that:

1. This paper has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work for the author and has not been written in collaboration with any other people, nor does it include without due acknowledgment or the work of any other people.
3. If in later time, it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, June 21st 2015

Salma Hira

NIM: 2813123027

MOTTO

In seeking knowledge, the first step is silence, the second listening, the third remembering, the fourth practicing, and the fifth – teaching others.

(Solomon Ibn Gabirol)

DEDICATION

Alhamdulillahirobbil'alamiin, I dedicate this thesis to;

- My beloved parents (Sutarno and Suratmi) who give me true love and everything to support my study and my live.
- All of my family who give me motivation, attention and support to write this thesis.
- All of my friends TBI A who always support me everything I did. I never forget great experiences with you all.
- All of my friends in Teater Pro- Test that cannot be mentioned one by one
- Misrohanik, S.Pd as my teacher in senior high school who give me a change to do this research in her class.
- Muhammad Basuni, M.Pd. as the advisor of my thesis, thanks for your guidance and advice.
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The writer would like to express her genuine gratitudes to:

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The researcher realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted and may this thesis be useful for the researcher especially and the reader in general.

Tulungagung, June 21st 2016

The Researcher

ABSTRACT

Hira, Salma. Registered student. 2813123027. 2016. The effectiveness of using dictogloss as interactive method to improve students' listening comprehension at man 1 Tulungagung. Thesis. English educational program department of Islamic education state Islamic Institute of Tulungagung. Advisor: Muhammad Basuni, M.Pd

Keyword: effectiveness, dictogloss, students' listening comprehension

Listening is the ability to identify and understand what others are saying. Listening involves understanding a speaker's accent or pronunciation, grammar, and vocabulary. Therefore, mastery of listening is important to create the speaker's meaning while speaking. In addition, by this study the researcher will try to implement dictogloss to teach listening. This technique is considered to resolve the students' difficulty in comprehending listening material.

The purpose of this study is designed to know how effective the use of dictogloss as interactive method in teaching listening comprehension. The subject of this study is students in eleventh grade at MAN 1 Tulungagung, especially for XI IIK U.

The research methodology: quantitative approach used in this study with pre-experimental research design. Because of the subject of study is single class that is XI IIK U, thus the researcher used one group pre-test and post-test research design. The population was the entire students of eleventh grade at MAN 1 Tulungagung which consist of eleven classes. Then, the sample of this study was XI IIK U (Excellent Religion) consisting of thirty students. The instrument in this study was listening test both pre-test and post-test. The researcher used KR-20 to analyze the reliability testing and used SPSS Statistics to analyze the t- test.

According to the result of this study, the students' mean before the treatment were 63.5. Besides, the students' mean after the treatment was 76.8. Then, the significant level two tails was 0.00, while the standard level of significant was 0.05. By balancing the significant level and the standard level significant, the researcher got calculation. The calculation showed that the result of t_{count} was 8.86 and to know whether it was significant or not, the researcher used t_{table} . It can be known that t with significant level 5% and degree of freedom 29 it was 1.69. In short, the output was $8.86 > 1.69$. Thus, it can be categorized that t_{count} was greater than t_{table} ($t_{\text{count}} > t_{\text{table}}$) or the significant level two tails was $<$ the standard level significant ($0.00 < 0.005$). Because the significant level two tails was $<$ the standard level significant, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected.

On the basis of explanation above, it means that there was significant different between students' listening comprehension before being taught using

dictogloss and after being taught using dictogloss. The conclusion was dictogloss as interactive method was improving students' listening comprehension. In line that that dictogloss can be applied by English teacher in teaching and learning process especially for listening comprehension.

ABSTRAK

Hira, Salma. Nomor siswa. 2813123027. 2016. Keefektifitasan penggunaan dictogloss sebagai metode interaktif untuk meningkatkan pemahaman siswa dalam menyimak di MAN 1 Tulungagung. Skripsi. Tadris Bahasa Inggris Institut Agama Islam Negeri Tulungagung. Penasehat: Muhammad Basuni, M.Pd

Keyword: efektifitas, dictogloss, pemahaman menyimak siswa

Menyimak adalah kemampuan untuk mengidentifikasi dan memahami apa yang diucapkan oleh orang lain. Kegiatan menyimak melibatkan aksentuasi, pelafalan, tata bahasa, dan kosa kata dari pembicara. Oleh sebab itu, penguasaan terhadap menyimak itu sangat penting untuk menciptakan makna yang terkandung dalam pembicaraan tersebut. Adapun dengan penelitian ini, peneliti akan mencoba mengimplementasikan dictogloss untuk mengajar menyimak. Teknik ini dianggap bisa memecahkan kesulitan siswa dalam memahami pelajaran menyimak.

Tujuan dari penelitian ini dimaksudkan untuk mengetahui keefektifitasan penggunaan dictogloss sebagai metode interaktif dalam pembelajaran menyimak. Subyek dari penelitian ini adalah siswa kelas XI di MAN 1 Tulungagung, khususnya kelas XI IIK U.

Metodologi dalam penelitian ini meliputi: penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian yaitu pre-eksperimental. Karena subyek dari penelitian ini adalah satu kelas, maka peneliti menggunakan satu kelas yang diberikan tes menyimak sebelum dan sesudah treatment. Populasi dari penelitian ini adalah seluruh siswa kelas XI di MAN 1 Tulungagung yang terdiri dari sebelas kelas. Kemudian, sampel dari penelitian ini adalah kelas XI IIK U (Agama Unggulan) yang terdiri dari tiga puluh siswa. Alat untuk mengukur pemahaman menyimak siswa dalam penelitian ini adalah tes yang disebut pre-test dan post-test. peneliti menggunakan KR-20 untuk menganalisa tingkat reliabilitas tes yang dipakai, dan menggunakan SPSS untuk menganalisa t-test.

Berdasarkan hasil penelitian ini dapat dilihat bahwa nilai rata-rata siswa sebelum treatment dilakukan adalah 63.5. Adapun nilai rata-rata siswa setelah diberikan treatment adalah 76.8. hasil dari significant level two tail adalah 0.00 sedangkan standart level significant yaitu 0.05. dengan membandingkan significant level dan standart level significant, peneliti mendapatkan penghitungan. Penghitungan telah menunjukkan bahwa hasil dari t-hitung adalah 8.86 dan untuk mengetahui apakah perhitungan tersebut signifikan atau tidak, peneliti menggunakan t-tabel. Dari penghitungan yang dilakukan peneliti dapat diketahui bahwa pada significant level 0.05 (5%) dan degree of freedom 29, nilai t nya adalah 1.69. Dapat disimpulkan bahwa hasilnya adalah $8.86 > 1.69$. Jadi, dapat dikategorikan bahwa t-hitung lebih besar dari pada t-tabel ($t_{hitung} > t_{tabel}$) atau level

significant two tail < standart level significant. Oleh karena level significant two tail < standart level significant, maka dapat ditarik kesimpulan bahwa hipotesa kerja (H_a) dapat diterima dan hipotesa nol tertolak.

berdasarkan uraian diatas, dapat diartikan bahwa ada perbedaan yang signifikan antara pemahaman menyimak siswa sebelum diajar menggunakan dictogloss sebagai metode interaktif dengan sesudah diajar menggunakan dictogloss. Kesimpulannya adalah dictogloss sebagai metode interaktif dapat meningkatkan pemahaman menyimak siswa. Secara garis besar, hasil penemuan ini berarti bahwa dictogloss dapat dipakai oleh guru bahasa inggris dalam pembelajaran khususnya untuk pembelajaran menyimak.

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