CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describe about the finding that include data presentation, hypothesis testing, data analysis and discussion.

A. Data Presentation

In this chapter, the researcher directly stated the data taken from the field of study. The data were the students' score of listening comprehension before and after being taught using dictogloss as interactive method. The researcher made two tests including pre-test and post-test. The pre-test done before the researcher conduct the treatments and the post-test given after the treatments finished. The two kinds of test were given to the class XI- IIK Unggulan (Excellent Religion) of MAN 1 Tulungagung which consist of thirty students; six male and twenty four female.

In administering listening test; both pre-test and post-test, the researcher took the different title and content of the biography text. The researcher also made the same level of difficulty from those two tests, but the text in post-test were little bit long than in the pre-test. The text was record by a native speaker and the questions were printed on the paper. The topic of pre-test and post-test was about biography of famous person. In the pre-test, the biography text was about Ki Hadjar Dewantara played in the form of a

monologue. While in the post-test, the biography text still about famous person in the form of a monologue, He was the third president of Indonesia, B.J Habibie. In the monologue, there were the instructions of each section and the questions spoken also in the monologue.

In this research, the researcher accounted for students' score of listening tests based on the scoring criteria, and the students' mean of pre-test and post-test. To observe the students' listening comprehension, the researcher gives scoring criteria adapted from (Sulthon, 2000: 13) as explain bellow:

Table 4.1 Scoring Criteria of Students' Listening Comprehension

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

According to the table 4.1 above, the students' listening comprehension before being taught by using dictogloss technique belong to the criteria of poor, enough, good, and very good. It was proved by the result of pre-test that the minimum score was 50. There were 25 students got the score under the criteria of good. It means that the listening comprehension of students in XI IIK U were less. To know the students' score of pre-test and the descriptive statistics of students' pre-test, see the table 4.2 (in appendix).

Table 4.3 Descriptive Statistic of Pre-test Score

N	Valid	30
	Missing	0
Mean		63.5000
Median		65.0000
Mode		65.00
Std. Deviation		9.48229
Sum		1905.00

Based on the table 4.3 above, we could observe that there are 30 students as the subject or participant of this study. The mean of students' score in pre-test was 63.5000. It means that the average of 30 students' score was 63.5 as the pre-test score. According to the criteria of students' achievement in table 4.1 above, the students' mean 63.5 was belong to enough categories. Then, can be seen from the median, the result was 65. It means that the middle score of students' score of pre-test was 65 from total of students (30 students). The mode of pre-test was 65 and there was seven students who get score sixty five. The last, the value of standard deviation of the pre-test was 9.48229.

Table 4.4 Descriptive Statistic of Post-test Score

N	Valid	30
	Missing	0
Mean		76.8333
Median		75.0000
Mode		70.00
Std. Deviation		8.85548
Sum		2305.00

On the Basis of the table 4.4, we can be seen that there are 30 students as the subject or participant of this study. The mean of students' score in post-test was 76.8333. It means that the average of 30 students' score was 76.8 as the post-test score. According to the criteria of students' achievement in table 4.1 above, the students' mean 76.8 was belong to good categories. Then, can be seen from the median, the result was 75. It means that the middle score of students' score of post-test was 75 from total of students (30 students). The mode of post-test was 70 and there was seven students who get score seventy. In addition, the value of standard deviation of the post-test was 8.85548.

In addition, the significance of the research can be seen from this statistical calculation below:

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-1.33333 E1	8.23505	1.50351	-16.40835	-10.25831	-8.868	29	.000

Based on the table above, the t-value was 8.86 and the degree of freedom was 29. We could see the t-table using 5% (0.05) of significant level and 29 as the degree of freedom. And the result in 5% significant level was 1.69.

The calculation above shown that the result of t_{count} is 8.86 and to know whether it is 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 while the result of of t_{count} was 8.86. Thus, it could be categorized that t_{coun} was greater than t_{table} ($t_{coun} > t_{table}$)

From the result above, we could see that 8.86 > 1.69. It means that, t_{count} was higher than t_{table}. So, the alternative hypotesis (Ha) that was state there is significant effect of using dictogloss to improve students' listening comprehension was accepted, and the null hypotesis (Ho) that there is no significant effect of using dictogloss to improve students' listening comprehension was rejected.

B. Hypothesis Testing

The hypothesis in this research as follow as:

1. Alternative hypothesis (Ha)

The significance level < the standard level of significant 0.05, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It means that there was significant different between students'

score of listening comprehension before and after being taught by using dictogloss as interactive method.

2. Null hypothesis (Ho)

The significance level > the standard level of significant 0.05, the alternative hypothesis (Ho) is accepted and the Null hypothesis (Ha) is rejected. It means that there was no significant different between students' score of listening comprehension before and after being taught by using dictogloss as interactive method.

C. Data Analysis

In this research, the data is taken from listening test that given to the sample. In the pre-test, the researcher took a monologue entitled "Biography: Ki Hadjar Dewantara" and takes "Biography: B.J Habibie" as the post-test. The pre-test and post-test had same type and quantity. The test consisted of three section; section 1, 2 and 3. The first section has 10 fill in the blank questions. The second section has 5 short answer questions. And the last section has 5 true false questions. Thus, total of the question were 20 numbers.

Furthermore, the researcher used this test to measure the students' comprehension in listening before and after they were taught by using dictogloss strategy. The pre-test was given to the student before the researcher applied the treatment. The treatment was about listening monologue using dictogloss technique. The researcher administered the pre-

test to the students during 50 minutes on March 8, 2016. And then, on March 10, 2016 the researcher applied the first treatment. The second treatment was applied on March 15, 2016. Two days later on March 17, 2016 the researcher conducted the third treatment about dictogloss technique. Finally, on March 22, 2016 the researcher is administered the pos-test to know how far the students' comprehension in listening monologue of biography using dictogloss. To know the statistical calculation of pre-test and post-test, it can be seen from these tables:

Table 4.5 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	63.5000	30	9.48229	1.73122
	post_test	76.8333	30	8.85548	1.61678

On the basis of table 4.6 above, the researcher shown the value of paired sample statistics where the standard of deviation from pre-test was 9.48229 and the standard error mean of pre-test was 1.73122. Meanwhile, the standard of deviation from post-test was 8.85548 and the standard error mean of pre-test was 1.61678. In addition, the mean of post-test scores was higher than pre-test scores that is 76.8 > 63.5. It denotes that ratably, the use of dictogloss had contributed on the students' improvement especially on students' listening comprehension. It means that the students' score improved after they taught using dictogloss technique.

Table 4.6 Paired Sample Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	pre_test & post_test	30	.599	.000

Table 4.7 Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test – post_test	-1.33333E1	8.23505	1.50351	-16.40835	-10.25831	-8.868	29	.000

By calculating of t-teat above, it can be recognize that the t-value was 8.868 with the degree of freedom (Df) was 29. The students' listening score before being taught by using dictogloss was enough category because the mean in pre-test was 63.5. After the researcher gave the treatments, the mean score of listening test in the post-test was changed. The mean increased up to 76.8 and it belongs to good category. The negative that being

visible in t-value above has meaning that the mean score before the treatment was lower than after the treatment occurred. Therefore, by using dictogloss, the students' listening comprehension improved significantly.

The researcher interpreted the result of the data from statistics calculation. First, the researcher contemplated the Df or Degree of Freedom. Df means the sum of subject minus one (Df = N-1). The result was 30-1= 29. Second, the researcher observed the level of significant 2 tails in table 4.8. The standard level of significance level was 0.05. If the result of statistic calculation shown that the significant level in the table < the standard of significance level (0.05), it conclude that there was significant different on the students' listening score before and after taught by using dictogloss. Conversely, if the significance 2 tails in the table > the standard of significance level (0.05), it means that there w as no significant different on the students' listening score before and after being taught by using dictogloss.

D. Discussion

On the basis of the data presentation, the mean score of post-test was higher than the mean of pre-test. It was 76.8 > 63.5. Besides, after calculated by using SPSS Statistics 16.0, the result shown the significant of 2 tails was 0.000, it indicated that the significant level in the table < the standard of significance level (0.00 < 0.05). Because of it, the use of dictogloss was effective and increased the students' listening comprehension.

Dictogloss is an effective way to train ESL/ EFL learners to be aware of English sounds. Beside that the learners let to make the meaningful interpretations of utterances (Brent and Anderson, 1993; Opitz & Z Baracki, 2004). Dictogloss helped the students to listening by constructing their prior knowledge. Dictogloss had some of advantages for the students. One of the dictogloss invited students to explore their knowledge of grammar, vocabulary, spelling and punctuation. This technique also helped students to focus on meaning when listening to spoken text and increase the students' cooperative in a group work. Besides, the students learned actively participating in tasks designed to use specific language in listening class. So, this finding was supported by Vasiljevic (2010: 5) that the dictogloss offered several potential advantages over other models of teaching listening comprehension. First, the dictogloss was an effective way of combining individual and group activities. Second, the dictogloss procedure facilitated the development of the learners' communicative competence. Third, the reconstruction stage helped students try out their hypotheses and subsequently to identify their strengths and weaknesses. The dictogloss procedure promoted learners' autonomy. Means that the students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enabled the students to see where they have done well and where they needed to improve.

In other hand, on the basis of journal for PELT, the benefits of using dictogloss were introduce key words and target lexical items at first, improved students' take note skill, helped students to focus on meaning when listening to spoken text, developed listening skill and to provide relevant listening practice, developed proof reading and editing skills, provided a real opportunity for cooperative learning, assisted weaker learners and learners who require useful support with reading and writing activities.

The finding of this research presented the students' listening comprehension before and after the treatment occurred. The students' score improved and became good criteria. It made the teacher and the students probably use this strategy to improve students' listening comprehension. In addition, the technique of dictogloss is not used by English teacher in MAN 1 Tulungagung. It means that by this research, the English teacher and the students can considered about this strategy as the effective way to increase students' comprehension in listening skill especially for spoken text.

The theory about the use of dictogloss actually was known from Karen M. Smith, but to know how effective this strategy in the classroom, the researcher applied this research. The theory was in line with this research about dictogloss which can be used to focus on meaning when listening to spoken text. Besides, Vasiljevic in his journal states that the dictogloss offers several potential advantages over other models of teaching listening comprehension. Dictogloss promoted learners' autonomy mean that the

students are expected to help each other recreate the text rather than depend on the teacher to provide the information.

The relationship of this finding to the reality in the field study was the theory of dictogloss it can promote learner' autonomy. The students help one another in a group work to construct the text based on their own understanding. The researcher knew the students improvement during conducting the treatment and after finishing the treatment. The real score of students' improvement can be seen from the post-test score. In the treatment stage, the students have high interested to do all of the teacher's instruction in applying dictogloss strategy. The students were more active in the discussion stage before the treatment was started.

Based on the theory from Karen M. Smith, there are four steps of dictogloss such as *preparation, dictation, reconstruction, analysis and correction.* In this research, the four steps are done by the researcher in each treatment. In fact, the researcher applied the entire steps based on the material which will be planned. In the first step, it was *preparation*. Here the students studied to recognize and memorize the vocabularies which will be taught by the researcher. In the second step, *dictation,* the students tried to have large attention on spoken text that dictated by the researcher. The researchers used normal speed and dictate the text one by one sentences. The students also took notes about important information from the text. In the third step, *reconstruction*, the students had collaborative work with their group to rewrite the text as original as they can. The last step, *analysis and*

correction, here the result of group work analyzed together whether there is incorrect sentences or not. Moreover, the students accompanied by the researcher as the teacher, corrected the students' mistake on their work and given feed back in the form of score for each group.

The implication of dictogloss technique made students have quick respond in listening task. The students being trained by listen the spoken text and accustomed reconstruct the text. This technique also helped students to develop listening skill and to provide relevant listening practice. So, the students comprehended all the listening material and having high cooperative work. Finally, the students' listening comprehension improved which proved by the students' score of post-test was better than pre-test. For the teacher, the implication of this theory and this technique can be supporting way in teaching learning process especially listening class.

In general, the implication of the dictogloss theory could be beneficial to the students and the teacher in some aspects. In the aspect of time, the students and the teacher no spent much time to do listening task while increase students' listening comprehension. Trough dictogloss technique, the students quickly comprehended the content of listening task and find the key word. The teacher who had limited time to teach can be prudent by using this strategy because of need sixty minutes. In the aspect of material, the teacher made variation of listening task to increase students' interest to study listening material. Not only spoken text, but also this technique was suitable to use another text related to listening material. By this reason, automatically

the students inspired to study about listening that make them more active and cooperative students. Finally, the implication of dictogloss was beneficial to the English teaching, currently in teaching listening comprehension. Clearly, based on the calculation of SPSS, the researcher seen that after using this strategy the students' listening score in post-test increased significantly. Thus, this teaching strategy can apply by the other English teacher in teaching learning process.