

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presented about the research findings and discussion. It covers the description of data, hypothesis testing and discussion based on the result of this research.

#### A. The Description of Data

In this section, the writer wanted to know the effectiveness of using dictogloss technique toward the students' listening comprehensive achievement at the eighth grade of SMPN 1 Rejotangan in academic year 2015/2016. It could be know from significant different score of the students before and after being taught by using dictogloss technique.

The writer conducted pretest and posttest in VIII A class that consisted of 29 students, 13 males and 16 females. Both the pre-test and posttest consisted of 20 questions. The types of test are 10 items fill in the blank and 10 items multiple choices. To know whether the students' score was good or not, so the writer gives the criteria as follows:

**Table 4.1 Criteria of the students' score**

No.	Range score	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Very Poor

Based on table 4.1, the writer used percentage formula of the students' score divided into five criteria those are: very good, good, fair, poor and very poor. If the students can understand the listening comprehension well they would get very good score. If the students confused about listening comprehension they would get fair or average score. Meanwhile, if the students little bit understand about listening comprehension they would get very poor score.

After collected the data, the writer analyzed the data by using paired sample t-test through SPSS.16.00. It used to find out the significance difference scores of students' listening comprehension achievement before and after being taught by using dictogloss technique. The outputs of analyzed paired sample t-test by using SPSS 16.0 as follow:

**1. Students' listening comprehension achievement score before being taught by using dictogloss technique**

In this section, the writer presented the students' listening comprehension achievement scores before being taught by using dictogloss technique. The writer presented and analyzed the collected data through pretest. The result of pretest score were presented in following table 4.2:

**Table 4.2 The result of pretest**

No.	Name	Pre-test score
1.	ANM	45
2.	AGN	65
3.	AGF	45
4.	AZA	80
5.	BRA	60
6.	DPV	55
7.	DRP	80
8.	EDW	40
9.	EYN	65
10.	FDA	35
11.	GCY	65
12.	MAA	70
13.	MMR	45
14.	MNK	60
15.	NYP	45
16.	NWF	60
17.	POV	70
18.	PWT	45
19.	RAN	65
20.	RLD	60
21.	RSW	65
22.	RPP	60
23.	TSH	55
24.	WFN	55
25.	ANR	55
26.	AEJ	60
27.	AEA	55
28.	ANS	45
29.	DAR	55

The pretest was given to students with purpose to know their earlier knowledge before got the treatment. The pretest was administered on March 19, 2016. It was followed by 29 students of VIIIA class.

**Table 4.3 Descriptive Statistic of Pre-test Score**

**Statistics**

pretest

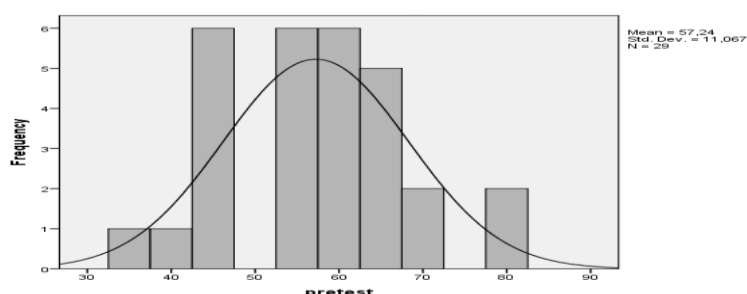
N	Valid	29
	Missing	0
	Mean	57,24
	Median	60,00
	Mode	45 <sup>a</sup>
	Minimum	35
	Maximum	80

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the table 4.3, it showed that the mean score was 57,24. Based on the criteria of students' score (see table 4.1), 57,24 was poor scores. The median score was 60 and mode score was 45. The mode was simply that value which had the highest frequency. It meant that the most frequent score was 45 indicated that many students got very poor score. The highest score of pretest was 80 and the lowest score was 35.

**Table 4.4 Frequency of Pre-test**

pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	1	3,4	3,4	3,4
40	1	3,4	3,4	6,9
45	6	20,7	20,7	27,6
55	6	20,7	20,7	48,3
60	6	20,7	20,7	69,0
65	5	17,2	17,2	86,2
70	2	6,9	6,9	93,1
80	2	6,9	6,9	100,0
Total	29	100,0	100,0	

**Figure 4.1 the Percentage of Score in Pre-test**

Based on table 4.4 (frequency of Pre-test) and figure 4.1 (the percentage of score in pre-test) showed there were 8 student (27,9%) got score 35-45, it meant that the students' listening comprehension achievement was very poor, there were 6 students (20,7 %) got 55 , it meant that the students' listening comprehension achievement was poor. There were 11 students (38,2%) got score 60-65 it meant that the students' listening comprehension achievement was fair. There were 2 students (6,9%) got 70, it meant that the students' listening comprehension achievement was good and 2 students (6,9 %) got 80 it meant that the students' listening comprehension achievement was very good.

## **2. Students listening comprehension achievement scores after being taught by using dictogloss technique**

In this section, the writer presented the students' listening comprehension achievement scores after being taught by using dictogloss technique. The writer presented and analyzed the collected data through posttest. The result of posttest score were presented in following table 4.5:

**Table 4.5 The result of posttest score**

<b>No.</b>	<b>Name</b>	<b>Post-test score</b>
1.	ANM	80
2.	AGN	90
3.	AGF	75
4.	AZA	60
5.	BRA	60
6.	DPV	80
7.	DRP	85
8.	EDW	90
9.	EYN	80
10.	FDA	55
11.	GCY	75
12.	MAA	90
13.	MMR	80
14.	MNK	55
15.	NYP	80
16.	NWF	80
17.	POV	75
18.	PWT	80
19.	RAN	65
20.	RLD	80
21.	RSW	90
22.	RPP	60
23.	TSH	75
24.	WFN	90
25.	ANR	90
26.	AEJ	90
27.	AEA	55
28.	ANS	70
29.	DAR	55

The posttest was given to students with purpose to know their listening comprehension achievement scores after getting the treatment. The posttest was administered on April 16, 2016. It was followed by 29 students of VIIIA class.

**Table 4.6 Descriptive Statistic of Post-test Score**

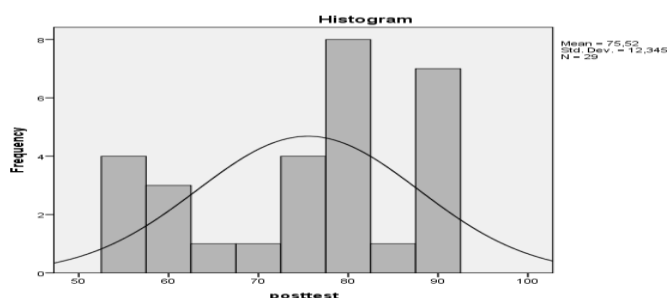
Statistics		
posttest		
N	Valid	29
	Missing	0
Mean		75,52
Median		80,00
Mode		80
Range		35
Minimum		55
Maximum		90

Based on table 4.6, it showed that the mean score 75,52. Mean score 75,52 meant that the average of 29 students got score 75,52. Based on the criteria of students' score (see table 4.1), 75,52 was good scores. The median score was 80 and mode score was 85. The mode was simply that value which had the highest frequency. It meant that the most frequent score was 80 indicated that many students got very good score. The highest score of pretest was 90 and the lowest score was 55.

**Table 4.7 Frequency of Post-test**

posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	4	13,8	13,8	13,8
	60	3	10,3	10,3	24,1
	65	1	3,4	3,4	27,6
	70	1	3,4	3,4	31,0
	75	4	13,8	13,8	44,8
	80	8	27,6	27,6	72,4
	85	1	3,4	3,4	75,9
	90	7	24,1	24,1	100,0
	Total	29	100,0	100,0	

**Figure 4.2 the Percentage of Score in Post-test**



Based on table 4.7 (frequency of post-test) and figure 4.2 (the percentage of score in post-test) showed there were 4 student (13,8 %) got score 55, it meant that the students' listening comprehension achievement was poor, there were 4 students (13,7,7 %) got score 60-65 it meant that the students' listening comprehension achievement was fair. There were 5 students (17,2 %) got score 70-75 it meant that the students' listening comprehension achievement was good and there were 16 students (55,1 %) got score 80-90 it meant that the students' listening comprehension achievement was very good.

### 3. Data Analysis

The writer used data analysis to find out the difference scores of pretest and posttest to know the effectiveness of using dictogloss technique toward students' listening comprehension achievement. The writer analyzed the descriptive statistics of scores by using SPSS 16.00. The result of descriptive score in following table 4.8:



**Table 4.8 descriptive statistics of students' pretest and posttest scores**

<b>Descriptive Statistics</b>					
	N	Mean	Std. Deviation	Minimum	Maximum
pretest	29	57,24	11,067	35	80
posttest	29	75,52	12,345	55	90

Based on table 4.8, it showed that the number of the students (N) in pretest and posttest were 29. The mean score of pretest is 57.24, it define that the average of 29 students are got 57. Based on the criteria of students score 57 was poor score. The lowest score of pretest was 35 and the highest score was 80 with the standard deviation 11,067. Then, the mean score of posttest was 75.52, it defined that the average of 29 students got 75. Based on the criteria of students score 75 was good score. The lowest score of pretest was 55 and the highest score was 90 with the standard deviation 12,345.

From the result of data analyze above, the score of pretest lower than the score of posttest ( $57.24 < 75.52$ ). It meant that there were significant difference score of students' listening comprehension achievement after being taught by using dictogloss technique.

After that, the writer calculated the data by using paired sample t-test by using SPSS 16.00. It was provided to find out the effectiveness of using dictogloss technique toward the students' listening comprehension achievement. The outputs of analyzed paired sample t-test by using SPSS 16.0 were following in table 4.9.

**Table 4.9 Paired Samples Statistic**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	57,24	29	11,067	2,055
	posttest	75,52	29	12,345	2,292

Based on table 4.9, the data showed the number of the students (N) in pretest and posttest was 29. The mean score of pretest was 57.24 and the mean score of posttest was 75.52. Thus, the mean score of posttest was higher than the mean of pretest ( $75.52 > 57.24$ ). It clear that there was a significance difference between the pretest score and posttest score.

Next, the standard deviation of pretest was 11.067 and standard deviation of posttest was 12.345. The standard error mean of pretest was 2.055 and the standard error mean of posttest was 2.292. Therefore, it can be concluded that the score increased after being taught by using dictogloss technique in listening comprehension. Table 4.10 showed the result of the correlation and test.

**Table 4.10 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	29	.057	.771

Based on the table 4.10, output Paired Samples Correlations showed the large correlation between samples, where can be seen numeral both correlation is (0.57) and numeral of significance (0, 771). To see the significance difference more briefly, see in table 4.11

**Table 4.11 Paired Samples 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 pretest - posttest	-18,276	16,107	2,991	-24,402	-12,149	-6,110	28	,000

From table 4.11, it showed that the different mean scores between pretest and posttest was -18.276. The standard deviation was 16.107, while the standard error mean was 2.991 with the lower different was -24.402 and the upper different was -12.149. The result of t-count was -6.110 (ignored the minus symbol) with degree freedom (*df*) was 28 and significance (2-tailed) was 0.000.

Then, the writer analyzed the data with compare t-count with t-table where *df* was 28. The writer found out the score of t-table with in significance

level 5% (0.05). The score of T-table was 2.048 (see appendix 11). Based on the statistical analysis using t-test, it showed that the value of t-count was -6.110 and the value of t-table was 2.048. Thus, the t-count was higher than t-table ( $-6.110 > 2.048$ ).

## **B. Hypothesis Testing**

Research hypothesis is a statement about the relationship one expects to find as a result of the research (Ary et. al. 2010:107). The research hypothesis is very important, because a hypothesis states about the relationship or difference between the variables that uses in the research.

Two research hypothesis formulated in the research were alternative hypothesis ( $H_a$ ) null hypothesis ( $H_0$ ). Alternative hypothesis in this research was there is significant difference score of students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan in academic year 2015/2016. And the null hypothesis in this research was there is no significant difference score of students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan in academic year 2015/2016.

The research hypothesis testing of this research through the output of paired sample t-test calculated by using SPSS 16.0 as follows:

1. If the t-count is higher than t-table (0,05%), the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that there is

different score to the students' listening comprehension achievement before and after being taught by using dictogloss technique. The different shows that is any significant.

2. If the t-count lower than t-table (0,05%), the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is no different score to the students' listening comprehension achievement before and after being taught by using dictogloss technique. The different shows that is not any significant.

Based on the data calculation t-test by using SPSS 16.0, it showed that the value of t-count was -6.110 with significance value is 0.00. The value of t-table was 2.048 with significance value was 0.05. If t-count compared with t-table the result was; t-count was higher than t-table ( $-6.110 > 2.048$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It meant that there was different score to the students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan. Therefore, it can be concluded that by using dictogloss technique in teaching listening comprehensive at eighth grade in SMPN 1 Rejotangan was effective.

### **C. Discussion**

From data analyzed, the objective research was to find out the significant difference score between the students' listening comprehension before and

after being taught by using dictogloss technique in eighth grades of SMPN 1 Rejotangan in academic year 2015/2016.

As the writer stated before in chapter III, the writer divided the teaching and learning process into three steps. First step, the writer gave pretest to the students before teaching listening comprehension by using dictogloss technique. It purposed to know their earlier knowledge before got the treatment. The pre-test was conducted on March 19, 2016. The pre-test consisted of 20 questions with the types of test; 10 items in the form of fill in the blank and 10 items in the form of multiple choices. There were 29 students as subject of this research and the time allocation was 60 minutes.

Second steps, the writer gave the treatment to students. The writer applied treatment by using dictogloss technique. The treatment was conducted four times. The first treatment was conducted on March 26, 2016, the second treatment was conducted on March 31, 2016, the third treatment was conducted on April 02, 2016 and the fourth treatment was conducted on April 14, 2016.

The last step, the writer gave posttest to the students after teaching listening comprehension by using dictogloss technique. It purposed to find out the students' listening comprehension achievement after taught by using dictogloss technique. The post-test was conducted on April 16, 2016. The posttest consisted of 20 questions with the types of test; 10 items in the form of fill in the blank and 10 items in the form of multiple choices. There were 29 students as subject of this research and the time allocation was 60 minutes.

After collected the data, the writer analyzed the data by using paired sample t-test through SPSS 16.0. In table 4.4 showed that the mean score of pretest was 57.241 and the mean or mean score of posttest was 76.724. It improved and the mean score of posttest was higher than the mean score of pretest ( $76.724 > 57.241$ ). The results of the statistical computation using paired sample t-test in the table 4.6 showed that t-count of data was -6.558. Then, the writer compared score of t-count to the t-table in df 28 in significance level 5% (0.05). The score of t-table was 2.048. Based on finding, it shows that the t-count was higher than t-table ( $-6.558 > 2.048$ ). Therefore, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It meant that there was different score to the students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grades of SMPN 1 Rejotangan.

Regarding on the result of data analysis above it related to the advantages of using dictogloss technique in teaching listening. Several potential advantages of dictogloss technique by Vasiljevic (2010:45) were by using dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together. The dictogloss procedure also facilitates the development of the learners' communicative competence.

Dictogloss technique purposed not only can be used to improved the students' listening comprehension but also can be used to teaching combined other language skills and language components. Jacob and Small (2003: 01) states that Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher.

In addition, it supported with the result of previous research by Wulandari (2011) and Jannah (2015). In the first previous reserach that conducted by Wulandari (2011) with the research titled "*Improving Students' Listening Ability Using Dictogloss (A Classroom Action Research at the Eighth Year Students of SMPN III Ngargoyoso in Academic Year 2010/2011)*". The result of her research it showed that teaching listening by using spot the dictogloss technique can improve the students' listening ability.

Second previous research conducted by Jannah (2015) with the research titled "*The Effectiveness of Using Dictogloss Technique to Improve Students' Listening Ability at the Eight Grade of Mts Al-Huda Bandung Tulungagung in Academic Year 2014/2015)*". The result of her study also showed that dictogloss technique was effective to teach listening skill particularly for the eighth grade of MTs Al-Huda Bandung Tulungagung.

Finally, based on the theory, previous study and result above implied dictogloss technique gives positive effects to students' listening comprehension achievement. It had been provided by the result of data



analysis that show there is different score to the students' listening comprehension achievement before and after being taught by using dictogloss technique. Therefore, it can be concluded that the use of dictogloss technique is effective toward students' listening comprehensive achievement at eighth grade of SMPN 1 Rejotangan Tulungagung.