# THE INFLUENCE OF DICTOGLOSS TECHNIQUE ON STUDENTS LISTENING SKILL OF XI MIPA 1 AT SMAN 7 SINJAI



## THESIS

As Requirements to Compile a Thesis
English Education Study Program

Submitted by:

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Reg. No. 190110024

**ENGLISH EDUCATION STUDY PROGRAM**
**FACULTY OF TARBIYAH AND TEACHER TRAINING**
**THE ISLAMIC UNIVERSITY OF AHMAD DAHLAN**
**SINJAI**
**2023**

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Advisors:
1. Harmilawati, S.S., S.Pd., M.Pd.
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**ENGLISH EDUCATION STUDY PROGRAM
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SINJAI
2023**

# STATEMENT OF AUTHENTICITY

I am student with following identity:

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Truly state that:

1. This thesis is really the result of my own work, not plagiarism or duplication of the writings/works of other people which I admit to be the result of my own writing or thoughts.

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Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

Sinjai, July 18 2023
The Researcher

**Andi Muhamad Zulfikar**
Reg. No. 190110024

## PENGESAHAN SKRIPSI

Skripsi berjudul, The Influence of Dictogloss Technique On Students Listening Skill of XI MIPA 1 At SMAN 7 Sinjai, yang ditulis oleh Andi Muhamad Zulfikar Nomor Induk Mahasiswa (NIM) 190110024, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Senin, tanggal 31 Juli 2023 M bertepatan dengan 13 Muharram 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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# ABSTRACT

**Andi Muhamad Zulfikar.** *The Influence of Dictogloss Technique on Students Listening Skill of XI MIPA 1 at SMAN 7 Sinjai*, Thesis. Sinjai, English Education Study Program, Faculty of Tarbiyah and Teacher Training, The Islamic University of Ahmad Dahlan Sinjai, 2023.

This research aims to prove: 1) the influence of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai; 2) the extend of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai. This research is included in quantitative research. The variables in this research are Dictogloss technique (X) and Listening Skill (Y).

The type of research used in this reserach is an Experimental method of research with a quantitative approach. The subjects of this study were 31 students. The data collection techniques were questionnaire, test and documentation. The data analysis technique used paired simple T-test and simple linear regression with the help of SPSS 23.

Based on the results of the T-test, the value of Sig. (2-tailed) is 0.000. The significance value obtained is less than 0.05 or 0.000 < 0.05 which means Ha is accepted and H0 is rejected. Based on the value of the table Summary on the R square is 0,744 or 74,4%, so the influence of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai is 74,4% and included in the high category.

Based on the data is proved that: 1) dictogloss technique has a significant influence on students listening skill of XI MIPA 1 at SMAN 7 Sinjai, 2) the influence of dictogloss technique on students listening skill is 74,4% include in the high category.

**Keywords:** Dictogloss; Listening; English

<div align="center">المستخلص</div>

**أندي محمد ذولفكر.** تأثير تقنية لمعان ديكتو على مهارات الاستماع لدى طلاب الصف الحادي عشر قسم الرياضيات و علوم الطبيعيةض بمدرسة العالية الحكومية ٧ سنجائي، البحث، سنجائي، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجاي، ٢٠٢٣.

يهدف هذا البحث إلى تحديد: ١) تأثير تقنية الإملاء على مهارات الاستماع لدى طلاب الصف الحادي عشر قسم الرياضيات و علوم الطبيعيةض بمدرسة العالية الحكومية ٧ سنجائي؛ ٢) مدى تأثير تقنية الإملاء على مهارات الاستماع لدى طلاب الصف الحادي عشر قسم الرياضيات و علوم الطبيعيةض بمدرسة العالية الحكومية ٧ سنجائي. هذا البحث هو البحث الكمي. المتغيرات في هذا البحث هي تقنية لمعان ديكتو (X) ومهارات الاستماع.(Y)

ونوع البحث المستخدم في هذا البحث هو أسلوب بحث تجريبي ذو مدخل كمي. وكانت موضوعات هذا البحث ٣١ طالبا. تقنيات جمع البيانات المستخدمة هي الاستبيانات والاختبارات والوثائق. تستخدم تقنية تحليل البيانات اختبار ت المقترن البسيط والانحدار الخطي البسيط بمساعدة.SPSS 23 وبناء على نتائج اختبار ت، يتم الحصول على قيمة سنغ (٢ الذيل) هو ٠٠٠٠٠. قيمة الأهمية التي تم الحصول عليها أصغر من ٠٠٠٠٠. أو ٠٠٠٠ > ٠٠٠٠، مما يعني قبول H₀ ورفض H₀ بناءً على قيمة الجدول الملخص لمربع R، فهي ٠٧٤٤. أو ٧٤.٤%، لذا فإن تأثير تقنية الإملاء على مهارات الاستماع لطلاب الصف الحادي عشر قسم الرياضيات و علوم الطبيعيةض بمدرسة العالية الحكومية ٧ سنجائي هو ٧٤.٤% ويتم تضمينه في الفئة العالية. بناءً على البيانات، ثبت أن: ١) تقنية لمعان ديكتو لها تأثير كبير على مهارات الاستماع لدى طلاب الصف الحادي عشر قسم الرياضيات و علوم الطبيعيةض بمدرسة العالية الحكومية ٧ سنجائي، ٢) تأثير تقنية لمعان ديكتو على مهارات الاستماع لدى الطلاب هو ٧٤.٤ %، بما في ذلك في الفئة العالية.

**الكلمات الأساسية:** لمعان ديكتو؛ الاستماع؛ إنجليزي

# ABSTRACT

**Andi Muhamad Zulfikar**. The Influence of the Dictogloss Technique on the Students' Listening Skills of Class XI MIPA 1 at SMAN 7 Sinjai, Thesis. Sinjai, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2023.

This research aims to determine: 1) The effect of the dictogloss technique on the students' listening skills of class XI MIPA 1 at SMAN 7 Sinjai; 2) How extent the influence of the dictogloss technique on the students' listening skills of class XI MIPA 1 at SMAN 7 Sinjai. This research is quantitative research. The variables in this research are Dictogloss Technique (X) and Listening Skills (Y).

The type of research used in this research is an experimental research method with a quantitative approach. The subjects of this research were 31 students. The data collection techniques used are questionnaires, tests and documentation. The data analysis technique uses a simple paired T test and simple linear regression with the help of SPSS 23.

Based on the T test results, the Sig value is obtained. (2-tailed) is 0.000. The significance value obtained is smaller than 0.05 or $0.000 < 0.05$, which means Ha is accepted and H0 is rejected. Based on the summary table value for R square, it is 0.744 or 74.4%, so the influence of the dictogloss technique on the listening skills of class XI MIPA 1 students at SMAN 7 Sinjai is 74.4% and is included in the high category. Based on the data, it is proven that: 1) the dictogloss technique has a significant influence on the students' listening skills of class XI MIPA 1 at SMAN 7 Sinjai, 2) the influence of the dictogloss technique on students' listening skills is 74.4%, including in the high category.

**Keywords: Dictogloss; Listening; English**

# FOREWORD

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الحَمْدُ لِلّهِ رَبِّ العَلَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلىَ اَشْرَفِ الأَ نْبِيَاءِ

وَالْمُرْسَلِيْنَ سَيِّدِنَامُحَمَّدَ

وَعَلىَ اَلِهِ وَاصْحَابِهِ اَخْمَعِيْنُ اَمَّابَعْدُ.

In this opportunity, the author would like to express gratitude and gratitude profusely to all parties involved who have provided assistance in the form of encouragement and direction during this research process. Therefore, the author expresses his gratitude and appreciation to:

1. My beloved family, especially for my parents (Mr. Samsudin and Mrs. Ratinah), my brother, my sister, and my big family who always gives me support;

2. Dr. Firdaus, M.Ag as chairman of the Islamic Institute of Muhammadiyah Sinjai;

3. Dr. Ismail, M.Pd. Vice Rector I, Dr. Rahmatullah, M.A. Vice Rector II and Dr. Muh. Anis, M.Hum. Deputy Chancellor III as the leadership elements of the Islamic Institute of Muhammadiyah Sinjai;

4. Takdir, S.Pd.I., M.Pd.I, Dean of the Faculty of Tarbiyah and Teacher Training;

5. Harmilawati, S.S., S.Pd., M.Pd. as the Head of English Education Study Program;

6. Harmilawati, S.S., S.Pd., M.Pd. as Advisor I and Irmayani, S.S., M.Pd. as Advisor II;

7. All lecturers who have guided and taught while studying at the Islamic University of Ahmad Dahlan Sinjai;

8. All employees and ranks of the the Islamic University of Ahmad Dahlan Sinjai who have helped the smooth running of academics;

9. Head and Library Staff of the the Islamic University of Ahmad Dahlan Sinjai;

10. Principal, teachers and students of SMAN 7 Sinjai who helped launch the research process;

11. Att17ude, Incred18le, Prest19ious friends, Awe20me, Ama21ng, and Impre22ive friends who have provided moral support so they can complete this research;

12. Friends of the the Islamic University of Ahmad Dahlan Sinjai students and various parties who cannot be mentioned one by one who have provided support so that the writer can complete this research.

May Allah SWT. always expedite and facilitate all activities, as well as multiplying the rewards of these various

parties. Hopefully this scientific work can benefit everyone who reads it.

Sinjai, July 18 20223


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# CHAPTER I
# INTRODUCTION

## A. Background

Language and society are closely connected (Nugraha, 2022). The key in this 21st century is that people must have basic knowledge and skill that are qualified, one way is through formal education. Indonesia classifies education into 3 (three) pathways, namely; formal education, non-formal education, and informal education, in which the three educational pathways can complement and enrich each other (Bappernas RI, 1945). Formal learning, namely learning that takes place in educational and training institutions, is recognized by the relevant national authorities and leads to the acquisition of diplomas and qualifications. Formal learning it is structured according to criteria such as curriculum, qualifications and teaching and learning requirements (Vazquez & Gutierrez, 2021). The period of study in the formal education system is chronologically graded from primary school to university and includes general academic studies and other specialized programs (Olaniyi & Ayinde, 2019).

The importance of education is also stated in Q.S Al-Baqarah verse 78:

يَظُنُّوْنَ اِلَّا هُمْ وَاِنْ اَمَانِيَّ ۞ اِلَّا الْكِتٰبَ يَعْلَمُوْنَ لَا اُمِّيُّوْنَ وَمِنْهُمْ

Translatation:

"*And among them are unlettered ones who do not know the Scripture except in wishful thinking, but they are only assuming*." (Kemenag, 2021)

According to the verse above, when a person does not have an education, he/she will always be in wishful thinking and will only make assumptions without knowing the basics of his knowledge. So that education is very important in life as a human being because everything uses the knowledge and that we get from the education sector.

Along with the times, education is needed in various fields, both in the fields of economics, business, investment, automotive, industry and other fields. The fact says that the achievement of a goal occurs because of the relationship between one another. To achieve this relationship, people should have a link, namely the existence of a language. Well, to conquer all the things that people want, people must first master the language that other people use so that it can facilitate the process of conveying information.

Language shows a picture of a nation and its own language as well as a differentiator between one nation and

another nation, because language is a medium of expression. According to Finocchiaro in (Suhandra, 2019) language is a system of arbitrary vocal symbols, allowing all people in a particular culture or other people who have studied the cultural system to communicate or interact. This opinion is in line with what was stated by *Wardhaugh* in  (Suhandra, 2019) that language is an arbitrary vocal symbol used in human communication. Based on the opinions above, it can be seen that almost all of them argue that language is a means of *communication*, *arbitrary*, and a *symbol* of *sound*.

However, basically learning language is closely related to learning communication. The communication learning can be applied both orally and writing. Language is a means of verbal communication, where the main target of oral communication is the interlocutor is able to understand the culture of the speaker (Husein & Dewi, 2019).

The mandatory language that must be known to keep up with the developments of this era is English. English is one of the foreign languages for Indonesian students (Harmilawati, 2020). To master English, there are 4 main skills in English, namely; reading, writing, listening and speaking. So, of several skills, listening skill is one of the skills that needs more focus. This is in accordance with what was stated by (Feyten, 1991)

that "Listening is very important, as listening becomes one of four fundamental skill because listening is done by every person in daily life".

Listening is one of the most important English skill for students' success in learning the language (Widhiasih, 2019). Buck (2022) states that 45 percent of the time spent communicating is spent listening. It seems that listening plays a bigger role in the communication process than any other skill. These are preparatory or basic skill that help foreign language learners understand the sounds of language and its practical systems. Even though students in Indonesia have been studying English for many years, only limited numbers of the students can converse using English (Sabaruddin, 2022).

Based on preliminary observation that have been made in class XI MIPA 1 at SMAN 7 Sinjai, it can be seen that students are less motivated to understand spoken text and sometimes they feel lazy to attend class because the sound is too fast to be heard. These conditions make it difficult for students to understand spoken text. The students even still lack words or information from spoken texts. Sometimes students write answers only from spoken text without developing spoken text (Observation in SMAN 7 Sinjai, 17 November 2022).

For this reason, techniques are needed in the process of learning English in the formal education. There are many techniques used to improve listening skill in English, one of them is the Dictogloss technique which is often used to improve various kinds of English skill both in listening and writing especially listening skill in English. This in line with (Handajani, 2018) stated "Dictogloss technique is used as a method in teaching, namely this technique is effective in solving students' problems in understanding listening.

Dictogloss is a classroom dictation exercise in which students listen to a passage, record key words, and work together to create a reconstructed version of the text (Akib & Saputra, 2019). Dictogloss differs from traditional dictation where the teacher reads the text slowly and repeatedly and asks students to write exactly what the teacher reads without thinking (Pratiwi et al., 2018). So, the *Dictogloss* technique is a skill that can help students to be able to improve all aspects of both listening, and writing because students are required to listen to what is said by the teacher, then it is written and delivered orally using their own language.

The first Dictogloss technique consists of four important steps: (1) warm-up/setting in which students' study almost the subject and do some preliminary lexicon; (2)

Correspondence, when students listen to the content being studied at a student's usual pace, educator and take notes; (3) Reconstruction when students work together in small groups to reproduce content adaptations based on their sources/notes; (4) Investigation and adjustment, when students analyze and compare their texts with other students' recreations and initial content and make important corrections (Akib & Saputra, 2019).

Based on the English teacher's interviews that were conducted with class XI MIPA 1 students at SMAN 7 Sinjai, it turned out that the dictogloss technique had never been used by the teacher in improving students' listening skills. Students' listening skills are still lacking, and there are still many students who do not even get words or information from spoken texts. They also cannot concentrate on listening to the spoken text. They easily panic and lose data (Interview; NJ, November 17, 2022). As explained above, the researcher to determine the effect of the dictogloss technique on students' listening skill which later became material for the analysis of the thesis entitled "The Influence of Dictogloss Technique on Students Listening skill of XI MIPA 1 at SMAN 7 Sinjai".

**B. Formulation of the Problems**

Based on the previous background, the research formulation question as follows:

1. Does Dictogloss Technique has a significant influence on Students Listening skill of XI MIPA 1 at SMAN 7 Sinjai?

2. In what extend the Dictogloss Technique influence the Students Listening skill of XI MIPA 1 at SMAN 7 Sinjai?

**C. Objectives of the Research**

In relation to problem statements above, the objectives of the research are to find out:

1. The significant influence of Dictogloss Technique on the Students Listening skill of XI MIPA 1 at SMAN 7 Sinjai.

2. The extend of the influence of Dictogloss Technique on the Students Listening skill of XI MIPA 1 at SMAN 7 Sinjai.

**D. Significances of the Research**

1. Theoretically

The results of this research are expected to be useful:

a. This research can contribute ideas to the development education especially our system educational.

b. This research can contribute to development of Listening skill by using the *Dictogloss* technique.

2. Practically

  This research is expected to give contribution to the following parties:

a. For the research: it is expected that this research would help researcher better understand students' listening skill using the *Dictogloss* technique.

b. For School: of course, the findings of this study can provide insight into the Listening skill of students in schools using the Dictogloss technique.

c. For reader: this research is expected to provide a reference to readers, especially the Islamic Institute of Muhammadiyah Sinjai and SMAN 7 Sinjai that how the Dictogloss technique gives influence to students' Listening skill in English lessons.

# CHAPTER II

# THEORITICAL REVIEW

## A. Literature Review

## 1. Dictogloss

### a. Definition of Dictogloss

Dictogloss is a class dictation activity in which students listen to text, note key words, and work together to create a reconstructed version of the text (Vasilzevic, 2010). This method was started in 1990 by Ruth Wajnryb to teach grammar through dictation, paraphrasing, and interpretation of target texts to engage learners with a variety of skill (Jose, 2022). In addition, the dictogloss teaching technique is also defined as a learning model in which students listen to the entire text being dictated and then work in groups or individually by reconstructing the text (Scoot, 1999).

The dictogloss method is still considered a communicative one (Makino et al., 2003). With this technique, the teacher gives a brief speech to the class at a normal pace while instructing them to write as many words as they can. Then, working in small groups, they rebuild the dialogue using the written fragments as a

guide. This process is comparable to dictation processes (Yusri et al., 2019).

Dictogloss is a classroom dictation exercise in which students listen to a passage, record key words, and work together to create a reconstructed version of the text (Akib & Saputra, 2019). Furthermore, (Kooshafar et al., 2012) explained that Dictogloss is an awareness-raising assignment that motivates language learners to collaborate and create writings that are grammatically correct; these texts are comparable to those that have been read to them previously and on which they have taken some notes in terms of both content and style.

As explained above, dictogloss is not far from dictation techniques (Yusri et al., 2019). However, dictation has a long history in literacy education, especially in second language education. In the standard dictation procedure, the teacher reads the text slowly and repeats it several times then the students write according to what the teacher dictates. Thus, this traditional dictation technique is widely criticized because students simply copy what has been read by the

teacher without any thought process (Jacobs & Small, 2003).

Dictogloss is a teaching technique that combines form and meaning. It enables students to have meaningful conversations while focusing their attention on the formalities of language. The technique is adaptable to be used with both adults and children because learners discover a communication gap they must close and grammatical issues they must deal with in every situation but, crucially, within a relevant context.

Based on some definition above, it can be concluded that the dictogloss technique is different from the traditional dictation technique because the dictogloss technique is a technique that presents an oral discourse to students which is read by the teacher and they work together in small groups to reconstruct the discourse based on those key words using their own language.

The researcher thinks that the greatest strategy to increase students listening comprehension is by employing the right technique. Dictogloss is one of the listening techniques that might help students become

highly motivated learners. With the use of Dictogloss, students may learn to collect, analyze, create, and give knowledge in both spoken and written form while listening. It can inspire students and make it easier for them to understand the content. However, it can inspire the students to collaborate and engage with one another.

b. **Stages of Dictogloss**

According to Wajnyrb in (Pertiwi et al., 2018) suggests four stages of dictogloss as will be explained below:

1) Preparation

At this stage, by having conversations and presenting terminology associated with the subject, pupils will be ready for the assignment..

2) Dictation

The teacher will read the text twice at a natural pace. Students will take notes while listening to be able to reconstruct the text being read to them.

3) Reconstruction

At this stage, students will be arranged in small groups or in pairs. They would collect their notes and reconstruct their own version of the

passage. During this step, the teacher would not give them any information.

4) Analysis/Feedback

At this stage, The teacher will only make minor corrections to each student's work at which time the students will compare their own versions of the writing with the original to identify any errors and rectify them.

**c. Advantages of the Dictogloss Technique**

With the dictogloss technique, students will be able to:

1) Make predictions.

2) Make inferences about things that are not in the text.

3) Will recognize the topic of the text.

4) Will recognize the type of text (whether narrative, descriptive, anecdote, and so on).

5) Will recognize various types of semantic relationships in the text (Azies & Alwasilah, 1996).

**d. Lack of the Dictogloss Technique**

No one technique is perfect. If a technique provides benefits, it must also be responsible for its drawbacks. The dictogloss approach also has a number

of drawbacks when it comes to field use. These are the vulnerabilities.

1) Lack of media procurement, because the dictogloss technique requires good and proper media.

2) Lack of available time, because the dictogloss technique requires a longer time.

For deficiencies in this technique, researchers have several ways to overcome these deficiencies, including:

1) Use proper media, for example with interesting reading for students so that this technique can be used optimally

2) To maximize the time the researchers here first introduce this Dictogloss technique so that students can understand and can make time efficient in learning.

**e. Indicators of Dictogloss Technique**

The criteria used to assess the benefits of the dictogloss technique are based on the criteria previously used by Umi Hanik. Hanik stated that there are three criteria for assessing the benefits of this technique, namely: Capturing information, reconstructing information, providing feedback (Hanik, 2017).

1) Capturing Information

This aspect relates to a person's level of fluency in retrieving the information heard. How fluent a person is depending on how someone listens to what is conveyed by the information provider.

2) Reconstructing Information

This aspect is related to how a person assembles what he has heard and then conveys it using his own language. The assessment at this stage is how much it is similar to the original text read by the reader. The more similar what is conveyed, the better the desired results in using this technique.

3) Providing Feedback

This aspect relates to how a person responds to the information he has conveyed. Assessment in this aspect is how someone's response is in accordance with the topic discussed.

## 2. Listening

### a. Definition of Listening

Listening is one of the most important English skill for students' success in learning the language (Widhiasih, 2019). Buck (2022:95) states that 45

percent of the time spent communicating is spent listening. According to (Djamilah & Sofyanda, 2015) Listening means understanding simple spoken text while interacting with others. As Howat and Dakin in (Saricoban, 1999), listening is the ability to understand what other people are saying. According to (Underwood, 1985), Paying attention and making an effort to understand what we hear is what it means to listen. In addition, Margaret said that listening is a process that requires active participation on the part of the listener, who helps to create the overall message that is really communicated between them and the speaker. (Margareth, 1988).

Listening is the process of paying close attention to, comprehending, appreciating, and interpreting verbal symbols in order to learn information, take in messages or content, and comprehend the meaning of communication being expressed by the speaker (Tarigan, 1986). Listening is not a simple activity (Widhiasih, 2018). Listening is a complex activity that includes components of perception and linguistic knowledge to help understand the discourse presented. According to (Wassid & Sunendar, 2011) listening skill

is a form of receptive language skill, which means not only listening to the sounds of language but also understanding them.

According to (Buck, 2001) states that Listening is the process of paying close attention to, comprehending, appreciating, and interpreting linguistic symbols in order to learn information, take in material, and comprehend communication that is not expressed by the speaker through speech or spoken language. Additionally, it implies that listening is a process that entails hearing linguistic sounds and recognizing, deciphering, and responding to the meaning they convey. Listening is one of the skills needed by a facilitator. Listening is hearing to understand what other people are saying with a serious process that cannot be done solely by relying on habit, reflex or instinct (Widhiasih, 2019).

Listening is very important because students have to practice listening more than speaking, reading, and writing. Listening is the first thing to do. Listening is a series of activities that must be carried out in the teaching and learning process to gather more information. Students must be able to receive

information from speakers, be able to construct, and be able to respond to verbal and non-verbal messages (Asrobi & Amni, 2017).

Based on some definition above, it can be concluded that that listening is the process of listened to sound symbols which is done intentionally and attentively accompanied by understanding, appreciation, interpretation, reaction, and evaluation to obtain messages, information, capture content, and respond to the meanings contained therein.

**b. Types of Listening Skill**

Based on (Derrington & Groom, 2004) there are five types of listening skill. Those are informative, appreciative, critical, discriminative and emphatic listening. Its range depends on the complexity of learning to listening the target language.

1) Informative Listening

People who are attempting to learn employ a sort of listening called informational listening. Informational listening builds on comprehensive listening basics and demands a high degree of focus and attention to understand technical jargon and absorb new concepts..

2) Appreciative Listening

Appreciative listening is a listening style in which a person actively seeks out certain audio information that he or she personally appreciates or likes. Appreciative listening can also be practiced when helping to achieve a goal or meet a need.

3) Critical Listening

Critical listening is an often-neglected form of listening because it involves analysis, critical thinking, and judgment. Making judgments while listening is often seen as a barrier to understanding someone.

4) Discriminative Learning

Discriminative listening is a type of listening in which the listener attaches meaning to sounds rather than words. So, discriminating listening means, above all else, hearing the nuances and differences in voice and body language. Listeners focus on features such as speed, intonation, and pitch.

5) Emphatic Learning

Making an emotional connection (emphatic) with the speaker while listening with empathy is a

skill. You are able to put yourself in their situation and experience it with them. Therefore, it is a development of active listening, but it necessitates a deliberate and strong emphasis on feelings..

In this research, researcher will be focus on informative listening.

## c. Strategies of Listening

Listening strategies are techniques or activities that directly contribute to understanding and remembering listening. Listening strategies can be classified according to how the listener processes input (Tyagi, 2013).

1) Top-down Strategies

Top-down strategy based on listeners. Background knowledge regarding the subject, setting, context, text type, and language is used by listeners. With this previous knowledge, a succession of expectations are set off, assisting listeners in making sense of what they are hearing and predicting what will happen next.. The bottom-up strategy includes: Listen for main ideas, predicting, draw conclusion and summary (Tyagi, 2013).

2) Bottom-up Strategies

Bottom-up strategies are text based. The message's language—the blend of sounds, words, and grammar that gives it meaning—is what the audience relies on. Among the bottom-up techniques include listening for precise details, kinship recognition, and word order patterns. (Tyagi, 2013).

**d.  Barriers to Listening**

Listening is not easy, and there are many barriers to listening effectively, both outside the workplace. These barriers can be classified as follows:

1) Physiological Barriers

Some people may have hearing problems or deficiencies that prevent them from hearing well. It is treatable. Some people may have problems processing information or retaining information.

2) Physical Barriers

This means distractions in the environment, such as air conditioning noise, cigarette smoke, or a room that overheats. This can interfere with hearing. They can also come in the form of information overload. For example, when you are in a meeting with your manager and at the same time your phone

rings and your phone rings to indicate that you have received a message. It is very difficult to listen carefully to what is being said.

3) Attitude Barriers

Even when something is really essential, it can be challenging to pay complete attention to what the speaker is saying when individuals are preoccupied with personal or professional concerns.

Selfishness, the idea that one knows more than the other or that there is nothing new to learn from the speaker's perspective, and these attitudes are additional prevalent attitude barriers. People with this reserved disposition are terrible listeners..

4) False Assumptions

The sender and receiver are both important for communication to be successful. It is incorrect to believe that speaking and listening are unimportant and that communication is just the duty of the sender or sender. Such presumptions can seriously hinder listening..

5) Cultural Barriers

Accents can interfere with hearing because they hinder the ability to understand the meaning of

words that are pronounced in different ways. The problem of different accents does not only occur between cultures, but also within a culture.

6) Gender Barriers

Gender might be a listening obstacle, according to communication study. According to research, men and women listen extremely differently and for very different reasons. Men are more prone to listen to facts and content, whereas women are more likely to pay attention to the speaker's sentiments when they talk.

7) Lack of Training

Listening is not an innate skill. People are not born good listeners. it develops through practice and practice. Lack of roster skill training was a major constraint.

8) Bad Listening Habits

Most people are very mediocre listeners with poor listening habits that make speaking difficult and listening impossible (Tyagi, 2013).

**e. Indicators of Listening**

The criteria used to evaluate students' performance are based on those developed by Babita.

Babita suggests there are four criteria to assess listening skill: receiving, understanding, remembering, and responding.

1) **Receiving (hearing)**

This aspect relates to a person's level of fluency in receiving the information heard. How fluent a person depends on how someone listens to what is conveyed by the information provider.

2) **Understanding**

This aspect relates to a person's level of understanding of the information he hears. Any information heard must be known by the listener, and they must also comprehend the sender's intended meaning and the context in which it was assumed.

3) **Remembering**

This aspect relates to the level of one's memory regarding the information that has been obtained. The listener must remember everything said by the sender of the information so that the information obtained can be stored properly in the listener's memory.

4) **Responding**

This aspect relates to how one can restate the information received. the assessment in this aspect is the accuracy of the information conveyed by the sender to the listener whether it is appropriate or not (Tyagi, 2013).

B. **Some Pertinent Ideas**

There are several studies related to the use of the dictogloss technique that have been carried out by previous researchers. Among them there are five some pertinent iseas that will be used as a comparison and as a test of the originality of the research that will be carried out by researcher.

The first is Journal entitled "*Peningkatan Keterampilan Menulis Akademik Bahasa Inggris Melalui Teknik Pengajaran Dictogloss*" by (Mustakim & Ismail, 2017). The purpose of this study was to determine the improvement of English academic writing skill through the dictogloss teaching technique. This study used an action research method carried out at the English Education Study Program, STKIP Muhamamdiyah Enrekang. Data is collected through observation, documents and tests. The results of the qualitative data analysis indicate that each

cycle of participation is carried out enthusiastically and has high motivation, writing essay reconstructions very well so that the learning process goes very well. Meanwhile, qualitative data analysis shows that the application of dictogloss teaching techniques can improve students' academic essay writing skill as evidenced by student results.

The similarity of this research with the research that will be conducted by the researcher that they both examine the dictogloss technique. The difference lies in the title and research variables. Variable X in Mustakim & Ismail's research is dictogloss technique and variable Y is writing skill, while variable X in this study is dictogloss technique and variable Y is listening skill.

The second is journal entitled *"The Use of Dictogloss Technique in Teaching Writing of Procedure Text"* by (Rohaniyah & Nisak, 2019). The researcher's objectives for this study include learning more about the dictogloss technique's workings as well as its benefits for writing. This study adopted a qualitative methodology. In order to gather data for this study, observation, interviews, and documentation were employed. The results showed that the application of the Dictogloss technique applied by

the teacher in the classroom went well and the teaching and learning process was successful using this technique. Students get progress to write from before and they get a lot of vocabulary as a writing guide, they also know how to arrange words into sentences then write them into one paragraph but on the other hand this technique takes a lot of time and sometimes affects students in learning.

The similarity of this research with the research that will be conducted by researcher that they both examine the dictogloss technique. The difference lies in the title and research variables. Variable X in Rohaniah Nisak research is dictogloss technique and variable Y is writing skill, while variable X in this study is dictogloss technique and variable Y is listening skill.

The third is journal entitled "*Dictogloss in Saudi EFL Context: Potential Effects on Students' Writing Skill and Attitudes towards Learning English*" by (A. Alsamadani, 2022). This quasi-experimental study looks at how the dictogloss method affects Saudi EFL writers' writing abilities and attitudes toward learning English. Using the dictogloss exercise, it also gauges students' attitudes about learning English. The findings show that the experimental group's students' writing abilities, as well

as their participation and motivation in class and their linguistic output, differ statistically significantly from those of the control group. The study's conclusions include advice for EFL teachers, such that topic-based dictogloss texts be used to cooperatively integrate various language skills while teaching writing..

The similarity of this research with the research that will be conducted by researcher that they both examine the dictogloss technique. The difference lies in the title and research variables. Variable X in Alsamadani research is dictogloss technique and variable Y is writing skill, while variable X in this study is dictogloss technique and variable Y is listening skill.

The fourth is journal entitled "*Using Dictogloss Technique to Enhance Students Skill in Writing Narrative Text*" by (Anak Pingan & Mohd Said, 2019). This study aims to identify the process of improving students' skill in writing narrative text orientation paragraphs for grade 6 students at Nanga Jagau National School through the Dictogloss technique. The results of this study indicate that there is an increase in students' ability to write narrative text-oriented paragraphs. 50.67 is the average score for the writing test 1. As a result of applying the Dictogloss

technique, cycle 1 obtained an average score of 59.33 and an increase of 8.66%. Furthermore, the results of cycle 2 showed that their average score was 69.50 and achieved an increase of 18.83%. In conclusion, the Dictogloss technique can improve students' ability to write narrative text-oriented paragraphs.

The similarity of this research with the research that will be conducted by researcher that they both examine the dictogloss technique. The difference lies in the title and research variables. Variable X in Anak Pingan research is dictogloss technique and variable Y is writing skill and narrative text, while variable X in this study is dictogloss technique and variable Y is listening skill.

The fifth is journal entitled *"Using Dictogloss Technique To Improve Students' Writing Skill"* by (Huda & Rahadianto, 2019). The goal of this study is to improve students' writing abilities by using the Dictogloss teaching method in writing classes. At MA Sunan Giri Gondang, there were a total of 20 students in the eleventh grade that participated in the activity. This study's methodology is classroom action research, which entails four steps: preparing, doing, watching, and reflecting. Writing tests, interviews with teachers and students, observations, field

notes, and questionnaires were used as the data gathering methods. The results demonstrate that adopting the Dictogloss method improved the pupils' writing abilities. The score mean went up from 66,9 in the exploratory research to 74,3 in cycle one to 77,6 in cycle two. It may be stated that using the Dictogloss approach will help pupils write better.

The similarity of this research with the research that will be conducted by researcher that they both examine the dictogloss technique. The difference lies in the title and research variables. Variable X in Huda research is dictogloss technique and variable Y is writing skill, while variable X in this study is dictogloss technique and variable Y is listening skill.

## C. Hypothesis

The hypotheses in this research are:

$H_o$: There is no significant influence of the dictogloss technique on the students listening skill of XI MIPA 1 at SMAN 7 Sinjai

$H_a$: There is significant influence of the dictogloss technique on the students listening skill of XI MIPA 1 at SMAN 7 Sinjai.

# CHAPTER III
# RESEARCH METHOD

## A. Types and Research Approaches

1. Type of Research

   The typed of research was used in this research was experimental research. Experimental research is research conducted to determine the impact caused by a treatment given intentionally by researcher (Payadnya et al., 2018).

   Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design are some types of experimental design that can be utilized in research. This research is included in the Pre-Experimental Design research, namely research that intends to determine whether there is an impact caused by the treatment of a subject.

   This type of research was a pre-experimental research design with one group pretest posttest design. In this study used a pretest or pretest before being given treatment and a final test or posttest after being given treatment. So that the results of the treatment can be known more accurately because it can compare with the situation before being treated.

The design of this research can be described as follows:

**Table 3.1**

**One Group Pretest-Posttest Design**

| Group | Pretest | Treatment | Posttest |
|-------|---------|-----------|----------|
| Experiment | $O_1$ | X | $O^2$ |

$O_1$ = Pretest (before given treatment)

$O_2$ = Posttest (after being treated)

X = Treatment using the Dictogloss technique

The researcher gave a pretest or initial test to the object of research before the research begins. Posttest is also gave at the end of the study to be analyzed to draw research conclusions. In this research, the experimental group treated using the Dictogloss technique.

2. Research Approach

The type of approach was used in this research was quantitative approach. The research method, which may be understood as a positivist approach to research, is used to study certain populations or samples. Data are gathered using research instruments, and statistical analysis is then utilized to evaluate the proposed hypothesis. (Sugiyono,

2016). The purpose of this research is to determine the influence of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai. . In a quantitative approach, the research data is in the numbers which will be analyze by researcher using statistic.

## B. Definition of Research Variables

The variables in this research were:

1. Variable X or Independent Variable, in this research is Dictogloss Technique

    The dictogloss technique is a technique of presenting oral discourse to students which is read by the teacher and they work together in small groups to reconstruct the discourse based on these key words using their own language in class XI MIPA 1 SMAN 7 Sinjai.

2. Variable Y or Dependent Variable, in this research is Listening Skill

    Listening is the process of paying attention, understanding, appreciating, and interpreting verbal symbols to learn information, receive messages or content, and understand the meaning of communication expressed by speakers in class XI MIPA 1 at SMAN 7 Sinjai.

## C. Research Place and Time

1. Place/Location of the Research

This research was conducted at SMAN 7 Sinjai, located at Pelita street, No. 5, Talle, Central Sinjai District, Sinjai District, South Sulawesi.

2. Time of the Research

This research was conducted from early February to June 2023.

## D. Population and Sample

1. Population

The population is a group of things or individuals that the researcher has chosen to study and then make conclusions from because they have particular attributes and characteristics. Therefore, in addition to individuals, there are also other items and natural objects in the population. Additionally, the population encompasses all the traits that the subject or object has, rather than just the quantity that exists in the item or topic being researched. (Sugiyono, 2017). The population in this research were XI MIPA 1 at SMAN 7 Sinjai, totaling 31 students consisting of 14 male students and 17 female students (Documentation of SMAN 7 Sinjai).

2.  Sample

    The sample is part of the population that has similar characteristics to the population itself. A sample is also referred to as an example. The calculated value obtained from this sample is called a statistic (Priadana & Sunarsi, 2021). Research samples that have a large population area will make it difficult for to collect data, so a sampling technique is needed.

    The sampling method in this research used total sampling where all members of the population are used as research samples. Then the sample were 31 students or all the population in class XI MIPA 1.

## E. Data Collection Techniques

The data collection techniques used ın this research plan were:

1.  Questionnaire

    The questionnaire is a data collection technique that is carried out by providing several questions or written statements to the respondent to be answered by that the respondent (Sugiyono, 2018). There are two types of questionnaires that can be used in research, namely closed questionnaires that contain notes on questions with a number of answers (options)

that have been prepared by researcher and respondents are not encouraged to choose other answers besides the answers that have been provided. The second is an open questionnaire which contains questions that are not provided with a choice of answer (options) by the researcher so that respondents are free to express answers to the available questions.

This research, the researcher used closed questionnaire in data collection so that data could be obtained about the influence of Dictogloss technique on students listening skill of XI MIPA 1 students at SMAN 7 Sinjai

2. Test

In this research, researcher used oral test. The oral test used to measure the listening skill of the students who are become the object of this research, namely the XI MIPA 1 at SMAN 7 Sinjai

3. Documentation

The documentation is a research data collection technique regarding matters or variables in the form of notes, transcripts, books, letters, newspapers, magazines, inscriptions, meeting minutes, score sheets, and agendas (Dimyati, 2013)**.**

The documentation technique in this research used to obtain information about the influence of the dictogloss technique on the listening skill of the XI MIPA 1 at SMAN 7 Sinjai. The use of this documentation method is to strengthen and support the information obtained from research results.

## F. Research Instruments

The research instruments are a measurement tool in the form of tests, questionnaires, interview guidelines, and observation guidelines that are used by to collect data in a study.

According to Suharsimi Arikunto in (Sinaga, 2019), data collection instruments are tools that are selected and used by in their collecting activities so that these activities become systematic and simplified.

In this research, the instrument of collecting data used :

1.  Questionnaire Sheet

Questionnaire sheet is a numbers of written questions that are used to obtain information from respondents in the sense of personal reports, or things that the person knows (Arikunto, 2010). The questionnaire method is a list that contains a series of

questions about a problem or area to be researched. To obtain data, questionnaires were distributed to respondents (Hikmawati, 2020). The questionnaire sheet used in this research is a questionnaire sheet in the form of statement, with this questionnaire sheets, researcher could obtain information from respondents' answers regarding the influence of the dictogloss technique on the listening skill of the XI MIPA 1 at SMAN 7 Sinjai.

2. Oral Test

In this research the oral test used was a particular form of material to test students' listening skills by asking students to speak English. The test that has been given is to repeat or retell related material that has been conveyed orally by the speaker to see the listening skills of the research object, namely students of class XI MIPA 1 at SMAN 7 Sinjai.

3. Documentation Tool

The documentation tool can be in the form of a documentation guide that contains the main issue or sections to be searched for data, and the second is in the form of a check list, namely a record of the variable for which data will be collected. In this case, it is enough

for the researcher to give an attribute or a tally for each appearance of the problem in question.

The documentation tools used by researcher were stationaries to record imprtant things and handphone to record or take pictures or collectall data. This documentation tool is important for collecting student data which is the object of research related to the effect of the dictogloss technique on the listening skills of class XI MIPA 1 students of SMAN 7 Sinjai.

As for the measurement scale as a model or reference to ensure the size of the intervals on the measuring instrument, the researcher used a Likert Scale. The Likert Scale is used as a benchmark for assessing attitudes, opinions or individual or group responses about social symptom. On the Likert Scale, the variables whose size will be calculated are outlined as variable indicators. Then these indicators serve as benchmarks in compiling instrument items both in the form of statements or questions (Sugiyono, 2018).

The response from each instrument item that use a Likert Scale has a level from the most positive to the most negative, can be in the form of the following words: (Sukendra & Atmaja, 2020).

a. Totally agree

b. Agreed

c. Doubtful

d. Disagree

e. Strongly disagree

For the purposes of quantitative analysis, these responses can be given points, for example: (Sugiyono, 2018).

a. Agree/always/very positive are awarded point 5

b. Agree/often/positive are awarded point 4

c. Doubtful/sometimes/neutral are awarded point 3

d. Disagree/almost never/negative are awarded point 2

e. Strongly disagree/never are awarded point  1

## G. Instrument Validity

The research result is said it be valid if there is a similarity between the data collected and the data that actually occurs un the object under research. A valid instrument means that the tool used to measure or obtain data is valid. Valid means that the instrument can be used to calculate what should be calculated (Sugiyono, 2018). The validity test is intended to see how far a questionnaire or measurement tool used can gather the information needed by researcher (Paramita et al., 2021). The test used

to check the quality of an instruments are validity and reliability tests.

1. Validity Test

Validity test is the accuracy between the data collected and the data that actually occurs in the object under study (Sugiyono, 2017). Validity test will use to measure whether a questionnaire and test are valid or not. A questionnaire and test are said to be valid if the statements in the questionnaire and test are able to reveal what the questionnaire and test will measure. Test the validity of each question the results of r count compared to r table where df = n-2 for a significant 5% n = number of samples. If a significant value is < than α = 0.05, it can be said to be valid, whereas if a significant value is > than α = 0.05, it can be said to be invalid.

In this research, a validity test was carried out on the questionnaire instrument to determine whether the questionnaire was valid or invalid. The validity test was carried out on 30 respondents consisting of 16 statement items. In this study used product moment correlation validity test with the help of SPSS version 23. The results of the validity test are as follows:

**Table 3.2**

**Questionnaire Validity of The Test**

| Items | r-count | r-table | Criterion |
|:-----:|:-------:|:-------:|:---------:|
| 1 | 1 | 0,361 | Valid |
| 2 | 0,398 | 0,361 | Valid |
| 3 | 0,656 | 0,361 | Valid |
| 4 | 0,638 | 0,361 | Valid |
| 5 | 0,429 | 0,361 | Valid |
| 6 | 0,867 | 0,361 | Valid |
| 7 | 0,574 | 0,361 | Valid |
| 8 | 0,724 | 0,361 | Valid |
| 9 | 0,429 | 0,361 | Valid |
| 10 | 0,386 | 0,361 | Valid |
| 11 | 0,867 | 0,361 | Valid |
| 12 | 0,594 | 0,361 | Valid |
| 13 | 0,398 | 0,361 | Valid |
| 14 | 0,724 | 0,361 | Valid |
| 15 | 0,567 | 0,361 | Valid |
| 16 | 0,366 | 0,361 | Valid |

Source: Results of data analysis with SPSS 21

Based on the table above, a questionnaire validity test was conducted on 30 respondents consisting of 16 statement items. Based on the table it is known that all the statement items of variable X are declared valid.

**Tabel 3.3 Validity of the Test**

| Name of Items | r-count | r-table | Criterion |
|:---:|:---:|:---:|:---:|
| Receiving | 0,707 | 0,361 | Valid |
| Understanding | 0,606 | 0,361 | Valid |
| Remembering | 0,414 | 0,361 | Valid |
| Responding | 0,707 | 0,361 | Valid |

Source: Results of data analysis with SPSS 21

Based on the product moment table at significance of 5%, it is known that the r-table is 0,361. Thus, the post item consisting of 4 name of the items were declared valid.

2. Reliability Test

The reliability test is a tool for measuring a questionnaire which is an indicator of the variable. A questionnaire and test are said to be reliable if one's answers to the questions are consistent from time to time.

In SPSS, the starting point for reliability is Cronbach's alpha value. Questionnaire items can be said to be reliable if the Cronbach's alpha value is > 0.70 and is said to be unreliable if the Cronbach's alpha value is < 0.70 (Rahayu, 2020).

The reliability test was carried out on the questionnaire. Reliability test in this research used maintained level of stability of the research instrument used in this research. The results of reliability test are as follow:

**Table 3.4**

**Questionnaire Reliability of the Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .758 | 17 |

Source: Results data analysis with SPSS 23

Based on table 3.4 of the reliability test results above, it be seen that the Cronbach's Alpha value is 0,758 or 0,758 > 0,70. It means that the question item have a high level reliability.

**Table 3.5**
**Reliability of the Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .737 | 5 |

Source: Result of data analysis with SPSS 23.

Based on the results of the reliability test above, the Cronbach's Alpha value is 0,737, where the decision is made whether or not a data is reliable, namely if the Cronbach Alpha value is > 0,70. So it can be said that the results of reliability test in this showing that all statement items of in the Test of variable X declared reliable.

## H. Data Analysis Techniques

Data analysis technique is a technique used to simplify data into a form that is easier to read and interpret (Rahmadi, 2011). In quantitative research, data analysis is an activity after data from all respondents or other data source have been collected. Data analysis technique in quantitative research used statistics (Sugiyono, 2018).

In this research used descriptive statistic and inferential statistical analysis.

1. Descriptive Statistics

Descriptive statistic is part of statistics that can only be used when the researcher wants to describe sample data and does not want to draw conclusions about samples from the population taken in the form of presenting data through tables, graphs or diagrams, centralizing data and distributing data. The management

process in testing the descriptive statistical analysis was carried out using SPSS.

2. Inference Statistics

Inference statistics is part of the statistics used in drawing a conclusion about the entire population from sample research data. The form of testing is in the form of a t-test using SPSS. Before the hypothesis is tested, a prerequisite is carried out, namely the normality test.

a. Normality Test

The normality test is a test to assess the distribution of data on normally distributed variable or not. The normally test aims to determine that the data obtained by researcher is normally distributed. The normality test of a data can be said to be normally distributed if the value of P (sig.) > 0,05 (Faradiba, 2020).

b. Linearity Test

The test of linearity is carried out to find out whether or not there is a linear relationship between the dependent variable and the independent variable to be tested. To carry out a linearity test of a form, can use a linearity test by carrying out a

regression test on the form to be tested. Provisions for the linearity test can be done by comparing the significance value of the *deviation from linearity* derived from the linearity test with the alpha value used. If the significance value of the *deviation from linearity* > alpha (0,05) then the value is linear (Djazari et al., 2013).

2. Hypothesis Test

a. T-test

The t-test is use to test the significant level of the influence of the independent variable partially on the dependent variable. The independent variable is question is dictogloss technique, while the dependent variable is listening. The t-test could been carried out using the SPSS program with the following assessment criteria:

1) If the significance probability is less than 0,05, then H0 is accepted

2) If the significanc probability is greater than 0,05, then H0 is reject (Lestari et al., 2019).

b. Regression

A simple regression analysis used to test the hypothesis in this research. The SPSS tool used

to test this hypothesis proposed. The significance value on the t test results should be used to interpret the hypothesis test results. If the significance value is greeted than 0,05, the hypothesis is accepted. The ability of each variable X to influence variable Y is determined by the value of the coefficient of determination (R2), the value of R2 will be between 0 and 1. The higher the value of R2, the greater the ability of the independent variable to influence the dependent variable in the proposed model (Djazari et al., 2013).

# CHAPTER IV
# RESEARCH FINDINGS

## A. General Description of Research Location

### 1. History of UPT SMAN 7 Sinjai

SMA Negeri I Sinjai Tengah is a junior high school established in the District of Central Sinjai, Sinjai Regency, South Sulawesi Province. SMA Negeri 1 Sinjai is generally the same as SMA in general in Indonesia, taking a three-year learning process starting from class X to class XII. The establishment of SMA Negeri I Sinjai Tengah is inseparable from the high interest of the community in Central Sinjai District to send their children to school. Alternative educational institutions in the community, especially for their children so they can continue their education to the higher education level, namely school. Each region certainly has schools that can support education and are expected to increase knowledge and insight and have good quality with a number of educational programs in these schools. SMA Negeri 7 Sinjai is one of the senior secondary education institutions which has its own advantages in supporting the educational process.

The forerunner of SMA Negeri 1 Sinjai Tengah was originally a school far from SMA Negeri 1 Sinjai Timur which was initiated by the Head of the Central Sinjai District, Mr. Andi Halilintar Badong in collaboration with Mr. Drs.H.Abdullah as the head of the SMA Negeri in 2003. Then he formed the SMA Development Committee Negeri I Sinjai Tengah and appointed Mr. Abd.Rahman Palinjai, S.Sos, as head of the development committee, Alimin.S.Pd Deputy Chair, Syamsuddin as secretary, as well as Head of Kantung Village where SMA I Sinjai Tengah was located, and Drs Muhtar as Coordinator Headmaster.

In 2004, SMA Negeri I East Sinjai, which was located in Talle, Kanrung Village, Central Sinjai District, was nationalized into SMA Negeri I Sinjai Tengah based on the Regent's Decree no. 255 of 2004. After the education office appointed Drs. Muhtar as the coordinator of the remote school, he was again entrusted with being the executor of the duties of the head of SMA Negeri I Sinjai Tengah while waiting for the school principal to fail because Mr. Drs. Muhtar was only carrying out the duties of the school principal.

After being nationalized to become SMA I Sinjai Tengah from year to year it has slowly grown and developed both in terms of infrastructure and teaching staff and educational staff and has produced several students who excel at both the district level and the national level. And based on Law number 23 of 2014 concerning the authority to manage SMA/SMK from City Districts to the Provincial Government and based on this law, SMA Negeri I Sinjai Tengah was transferred to the province and changed to UPT. Sinjai State High School based on South Sulawesi Governor Regulation Number 99 of 2017 dated January 26 2017.

Following are the names of the Principals of SMA Negeri 7 Sinjai:

a. Drs. Maszuki Malkab ( 2005 - 2009 )

b. Drs. Muhammad Arifin Sakka, MM ( 2009 - 2014 )

c. Alimin, S.Pd., M.Pd ( 20014 - 2017 )

d. Drs. Muhtar (2017 until now) (Documentation of SMAN 7 Sinjai).

## 2. Profile of UPT SMAN 7 Sinjai

a. Name of School          : UPT SMAN 7 Sinjai

b. School Address

Province                           : South Sulawesi

Regency                         : Sinjai

District                           : Sinjai Tengah

Village                           : Kanrung

Road                             : Jl. Pelita No 5 Talle Kec. Sinjai Tengah

Postal Code                 : 92653

Bank Name                 : Bank SULSELBAR

Office                            : BNI Cabang Sinjai

c. Identity of the Principal

Name                             : Drs.Muhtar

Last education             : Stratum one IKIP Ujung Pandang

Diploma Major            :Indonesian Language and Literature Education

## 3. Vision of UPT SMAN 7 Sinjai

Superior in quality, competitive and environmentally sound based on faith and piety.

4. **Mission of UPT SMAN 7 Sinjai**

   a. Developing effective, creative and fun learning based on IT and environment

   b. Developing a school culture to achieve achievements, have high competitiveness, live enthusiastically, respect each other and uphold togetherness.

   c. Foster appreciation and practice of the teachings of the religion adhered to.

   d. Developing a fun, beautiful and comfortable school environment as a cultural center (mini society).

   e. Develop coaching student achievement in the academic field.

   f. Develop coaching student achievement in non-academic fields.

   g. Develop integrated development of intellectual, emotional and spiritual intelligence through mentoring activities and extracurricular activities.

   h. Develop a commitment to love nature and the environment.

5. **Goals of UPT SMAN 7 Sinjai**

   The goals to be achieved by UPT SMAN 7 Sinjai are:

a. The proportion of graduates who successfully enter State Universities is at least 50%

b. The average National Examination and School Examination reached 7.50%.

c. Became the winner of the OSN competition at the district and provincial levels.

d. At least 3 sports are able to become provincial level finalists and district level champions.

e. Became the champion of religious activity competitions at the district and provincial levels

f. Became the winner of extracurricular activity competitions at the district and provincial levels.

g. Becoming a school that is AMANAH (Aman, Asri, dan Hijau).

h. Making schools environmentally friendly by:

   1) Preservation of culture and environment.

   2) Prevention of cultural and environmental pollution.

   3) Management of cultural and environmental damage.

   4) Culture and environment.

## 6. State of Students

Students is someone who develops his potential in the educational process, both formal and non-formal education.

**Table 4.1 Recapitulation of students at UPT SMAN 7 Sinjai**

| Recapitulation of students 2022/2023 | | | | |
|---|---|---|---|---|
| No | Class Name | Amount | | Total |
| | | M | F | |
| 1 | X1 | 18 | 14 | 32 |
| 2 | X2 | 18 | 18 | 36 |
| 3 | X3 | 18 | 16 | 34 |
| 4 | X4 | 14 | 18 | 32 |
| 5 | X5 | 16 | 17 | 33 |
| | Total Number | 84 | 83 | 167 |
| 6 | XI IPS 1 | 11 | 13 | 24 |
| 7 | XI IPS 2 | 16 | 9 | 25 |
| 8 | XI MIPA 1 | 14 | 17 | 31 |
| 9 | XI MIPA 2 | 14 | 16 | 30 |
| 10 | XI MIPA 3 | 12 | 17 | 29 |
| | Total Number | 66 | 72 | 138 |
| 11 | XII IPS 1 | 9 | 12 | 21 |

| 12 | XII IPS 2 | 14 | 13 | 27 |
|----|-----------|-----|-----|-----|
| 13 | XII IPS 3 | 13 | 13 | 26 |
| 14 | XII MIPA 1 | 10 | 17 | 27 |
| 15 | XII MIPA 2 | 8 | 17 | 25 |
| 16 | XII MIPA 3 | 10 | 15 | 25 |
| **Total number** | | **64** | **87** | **151** |

(*Documentation of UPT SMAN 7 Sinjai Students.)*

Based on the table above, it can be concluded that UPT SMAN 7 Sinjai has an average of 30 students in class X and an average of 20 people in class XI and class XII (Documentation of SMAN 7 Sinjai).

## B. The Result and Discussion of the Research

### 1. Result of the Research

The results of this research were to answers the predetermined problem formulations that can strengthen a hypothesis or temporary answer. This research was conducted to prove the influence of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai

a. Descriptive Statistic

Descriptive statistics are analyzing that are carried out to provide an overview or description of a

data that has been collected. The data analyzes descriptively were the results of the dictogloss technique questionnaire and the results of the listening skill test.

1) Questionnaire

**Table 4.2**

**Descriptive statistical results from the questionnaire**

**Descriptive Statistics**

|  | N | Range | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Questionnaire | 31 | 30 | 30 | 60 | 43.71 | 7.184 |
| Valid N (listwise) | 31 | | | | | |

Source: Result of data analysis with SPSS 23

Based on the table 5.2 it is known that:

1) Range is the distance of the data. Where the range value is obtained from the maximum value minus the minimum value. The range value is 30

2) The minimum is the lowest value. The minimum value is 30

3) The maximum is the higher value. The highest value is 60

4) Means is the average value. The average value is
   43.71

5) Standard deviation is a measure of the data spread
   of the mean value. The standard deviation value is
   7.184

2) Test

**Table 4.3**

**Descriptive statistical results from the pretest and
posttest**

**Descriptive Statistics**

|  | N | Range | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Pretest | 31 | 30 | 30 | 60 | 43.71 | 7.184 |
| Posttest | 31 | 30 | 50 | 80 | 64.35 | 6.422 |
| Valid N (listwise) | 31 | | | | | |

Source: Result of data analysis with SPSS 23

Based on the table 4.3 it is known that:

1) Range is the distance of the data. Where the range
   value is obtained from the maximum value minus
   the minimum value. The range of pretest and
   posttest values is 30

2) The minimum is the lowest value. The minimum value in pretest is 30 and posttest is 50

3) The maximum is the higher value. The highest value of pretest is 60 and posttest is 80

4) Means is the average value. The average value of pretest is 43.72 while posttest is 64.35

5) Standard deviation is a measure of the data spread of the mean value. The standard deviation value in pretest is 7.184 while in posttest is 6.422.

b. Inferential Statistic

1) Prerequisite Test

a) Normality Test

The normality test is testing that asses the distribution of data on normally distribution. The normality test aims to determine that the data obtained by researcher is normally distributed. The decision making criterion is if the significance value $> 0.05$ it can be said the data is normally distributed. The normality test using in this research is the *Shapiro Wilk Test*. The results of the normality test are as follows:

**Table 4.4**

**Normality Test**

| Tests of Normality | | | | |
|---|---|---|---|---|
| | | Shapiro-Wilk | | |
| | Jenis | Statistic | df | Sig. |
| Hasil tes Listening | Pretest | .958 | 31 | .256 |
| | Postest | .943 | 31 | .103 |
| a. Lilliefors Significance Correction | | | | |

Source: Result of data analysis with SPSS 23

Based on the results of the normality test above, it is known that the significance value from pretest is $0.256 > 0.05$ while for the significance value from the posttest is $0.103 > 0.05$. So, based on the table above, it can be concluded that the residual values of the pretest and posttest results are normally distributed.

**Graphic 4.1**
**Q-Q Plot**
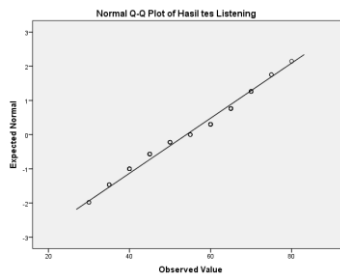


Source: Result of data analysis with SPSS 23.

In the Q-Q plot approach, if the dots spread farther (spread tortuous on a diagonal line like a snake) from the diagonal line, it indicates that the normality assumption is not met. If the points spread very close on the diagonal line, then the normality assumption is met (Stine, 2017).

Based on the normal Q-Q plot above, it can be seen that the dots are located around the diagonal line. So it can be concluded that the residual values of the pretest and posttest results are normally distributed

b) Linearity Test

The linearity test is tests to carry out whether or not there is a linear relationship between the independent variable and the dependent variable. The basis for decision making is if the significance value > 0.05. Then between variables X and Y has a linear relationship. Meanwhile, if the significance value < 0.05 the value is not linear.

**Table 4.5**

**Linearity Test**

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Postest * Pretest | Between Groups | (Combined) | 1162.097 | 6 | 193.683 | 61.978 | .000 |
| | | Linearity | 1132.461 | 1 | 1132.461 | 362.388 | .000 |
| | | Deviation from Linearity | 29.635 | 5 | 5.927 | 1.897 | .132 |
| | Within Groups | | 75.000 | 24 | 3.125 | | |
| | Total | | 1237.097 | 30 | | | |

Source: Result of data analysis with SPSS 23

From the result of the linearity test above, the significance value of the *deviation from linearity* is 0.132 > 0.05. So, it was concluded that there is a linear relationship between pretest and posttest.

2) Hypothesis Test

Test the hypothesis in this research using a simple linear regression test to determine whether there is influence of variable X on variable Y. The

basis for decision making in hypothesis testing to determine the influence of variable X on variable Y is if the significance value is < 0.05, it means the variable X has significant effect on variable Y, whereas if the significance value is > 0.05 then the variable X has no significant effect on variable Y.

a.  T-Test

The paired sample t-test table using the SPSS 23 is a follows:

**Table 4.6**
**Results of the paired sample t-test**

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | | Lower | Upper | | | |
| Pair 1 | Pretest - Posttest | -20.645 | 2.138 | .384 | -21.429 | -19.861 | -53.771 | 30 | .000 |

Source: Results of data analysis from SPSS 23

Based on the tabele 4.6 above, the value of Sig. (2-tailed) is 0.000. the significance value obtained is less than 0.05 or 0.000 < 0.05, then Ho is rejected and Ha is accepted. Therefore, it can be concluded that Ha is accepted and Ho is rejected. In other words, Dictogloss technique has an influence

on students listening skill of XI MIPA 1 at SMAN 7 Sinjai.

b. Regression

**Table 4.7**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .863[a] | .744 | .736 | 3.302 |

a. Predictors: (Constant), Dictogloss

Results data analysis with SPSS 23

**Table 4.8**

**Test Category**

| Coefficient Intervals | Influence Level |
|---|---|
| 0.00 – 0.199 | Very Low |
| 0.20 – 0.399 | Low |
| 0.40 – 0.599 | Enough |
| 0.60 – 0.799 | High |
| 0.80 – 1.00 | Very High |

(Della, 2018)

Based on the table 4.8 it can be seen that the extent of influence of variable X on variable Y, namely R is 0,863 and R Square is

0.744 so it can be known that dictogloss technique has an influence of listening skill, which is 74,4% and the remaining 25,6% is influenced by other factors or variables. Based on the table 4.7 (Test Category), the influence of variable X on variable Y included in the high category.

**Table 4.9**

**Simple Regression Test**

**Coefficients[a]**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 22.813 | 4.559 | | 5.004 | .000 |
| Dictogloss | .901 | .098 | .863 | 9.190 | .000 |

a. Dependent Variable: Listening Skill

Source: Results of data analysis from SPSS 23

Based on the table 4.9, the constant value (a) is 22.813, while the listening skill value (b/regression coefficient) is 0,901 so that the regression equation can be written:

$Y = a + bX$

$Y = 22.813 + 0.901 \, X$

The equation can be translated:

i. A constant of 22.813, means that the consistent value of the dependent variable is 22.813

ii. The dictogloss regression coefficient of 0,901 states that every 1% increase in the self-efficacy value, the listening skill value increases by 0,901. The regression coefficient is positive so it can be said that the direction influence of dictogloss technique on listening skill is positive.

## 2. Discussions

There significant influence of the dictogloss technique on the students listening skill of XI MIPA 1 at SMAN 7 Sinjai as evidenced by:

Based on the result of a paired sample t-test analysis, which has been carried out through the SPSS 23 application with total of 31 respondents, it is known that significance value is 0,000 < 0,05 so that Ha is accepted and Ho is rejected., which means there is significant influence of the dictogloss technique on the students listening skill of XI MIPA 1 at SMAN 7 Sinjai.

Based on the value of the regression coefficient of dictogloss technique is 0,901. The regression coefficient is positive so it can be said that dictogloss technique has a positive and significant influence of listening skill. The influence of dictogloss technique on listening skill can be seen from the table Summary on the R square is 0,744 or 74,4%, so the influence of dictogloss technique on students' listening skill of XI MIPA 1 at SMAN 7 Sinjai is 74,4% and included in the high category.

The results of previous research conducted by (Azmi, 2019) in a study entitled Using The Dictogloss Technique To Improve Historical Ability, stated that Dictogloss technique was found to be an effective technique used to improve the listening skills of grade 12 students. In another study by (Aminatun et al., 2021) entitled The Effect of Dictogloss on Students' Listening Achievement states that the dictogloss technique has a positive effect on students' listening achievement, and can be an alternative technique to be used in teaching listening in class.

The results of previous research conducted by (Gibran, 2021) in a research entitled The Students'

Perception on The Use of Dictogloss Strategy In Teaching Listening (A Descriptive Quantitative Research at the Grade Twelve of SMA Muhammadiyah Sungguminasa), stated the same thing that there is a positive and significant effect of dictogloss on English listening skills because the dictogloss technique can express ideas, opinions and help each other in the learning process. In another study conducted by (Affiza, 2022) entitled The Effectiveness of Dictogloss Method on Students' Listening Comprehension of Recount Text, says that there is a moderate effect of the Dictogloss method on students' listening comprehension of recount text in tenth grade students of SMA Negeri 11 Tangerang Selatan.

Based on some of the research above, it can be concluded that the dictogloss technique can influence students' listening skills. That is because the dictogloss technique can express ideas, opinions and make students help each other in the learning process. Therefore, this technique can be used as an alternative for teaching listening in class.

# CHAPTER V

# CLOSING

## A. Conclusion of The Research

Based on research that has been conducted on class XI MIPA 1 at SMAN 7 Sinjai, after analyzing the data using questionnaires, tests and documentation, it can be concluded that the results of the hypothesis indicate that:

1) The dictogloss technique has an influence on listening skill. It can be prove by the final results of testing using a paired sample T-test. Based on the table above, the value of Sig. (2-tailed) is 0.000. The significance value obtained is less than 0.05 or 0.000 < 0.05, the Ho is rejected and Ha is accepted. Therefore, it can be concluded that Ha is accepted and Ho is rejected. In other words, Dictogloss technique has an influence on students the listening skill of XI MIPA 1 at SMAN 7 Sinjai;

2) Based on the value of the table Summary on the R square is 0,744 or 74,4%, so the influence of dictogloss technique on students listening skill of XI MIPA 1 at SMAN 7 Sinjai is 74,4% and included in the high category.

**B.  Suggestion of The Research**

1. For students to be able to choose a good technique in improving English language skills. One of them is the dictogloss technique which is very useful when we want to improve our listening skills.For the teacher

2. For the teacher must be good at choosing interesting techniques and methods in teaching English so that it feels fresher and more relaxed.

3. For the school to be able to improve the facilities and infrastructure that support the learning process properly.

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# APPENDICES

**Appendix 1**

## QUESTIONNAIRE SHEET STUDENTS

The Influence of the Dictogloss Technique on the Students

Listening Skill         of XI MIPA 1 at SMAN 7 Sinjai

### A.  Personal Data

Name                 :

No. Reg              :

Class/year           :

School               :

### B.  Charging Instructions

1.  Fill in the following statements in the column provided by placing a chech mark (√)

2.  Description of the answer options:

    a.  Totally Agree

    b.  Agreed

    c.  Doubtfull

    d.  Disagree

    e.  Strongly Disagree

**Questionnaire Statement Items**

| Items | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|
|       | TA | A | D | Dis | SD |
| **Listening** |  |  |  |  |  |

| | | | | |
|---|---|---|---|---|
| 1. I really like it when the teacher explains the material. | | | | |
| 2. I practice Listening English only for fun | | | | |
| 3. I clearly understand the material that has been presented. | | | | |
| 4. I can remember clearly the material that has been delivered by the teacher. | | | | |
| 5. I have trouble remembering things. | | | | |
| 6. I can explain again the material that has been delivered by the teacher. | | | | |
| **Dictogloss Technique** | | | | |
| 7. I am able to understand the | | | | |

| | | | | | |
|---|---|---|---|---|---|
| information that I hear from the teacher | | | | | |
| 8. I can hear clearly the information conveyed by the teacher. | | | | | |
| 9. I do not understand clearly what the teacher is saying | | | | | |
| 10. I do not understand the material presented by the teacher. | | | | | |
| 11. I believe on my Listening skills | | | | | |
| 12. I can use my own language in explaining the material delivered by the teacher. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 13. I have difficulty using my own language in explaining the material. | | | | | |
| 14. I am able to explain the material delivered by the teacher well. | | | | | |
| 15. I can answer any questions related to the material presented by the teacher | | | | | |
| 16. I am not sure about the answer I give when the teacher asks a question. | | | | | |

**RESEARCH INSTRUMENT GRID**

The Influence of the Dictogloss Technique on the Students

Listening Skill         of XI MIPA 1 at SMAN 7 Sinjai

| No. | Variables | Indicators | Instruments | Data Resource |
|---|---|---|---|---|
| 1. | Dictogloss Technique | a. Capturing Information | Questionnaire sheet, and document | Students |
| | | b. Reconstructing Information | Questionnaire sheet, and document | Students |
| | | c. Providing Feedback | Questionnaire sheet, and document | Students |
| 2. | Listening | a. Receiving | Questionnaire sheet, oral test, and document | Students |
| | | b. Understanding | Questionnaire | Students |

| | | | e sheet, oral test. and documentation | |
|---|---|---|---|---|
| | | c. Remembering | Questionnaire sheet, oral test, and document | Students |
| | | d. Responding | .Qustionnaire sheet, oral test, and document | Students |

**Appendix 3**

## ORAL TEST GRID

Name : 

No. Reg : 

Class/year : 

**Repeating the material explained by the previous teacher, namely the story of Pinocchio using their own language.**

(Mengulangi materi yang dijelaskan oleh guru sebelumnya yaitu cerita Pinocchio menggunakan bahasa kalian sendiri).

# PINOKIO

There once was a wooden doll maker by the name of Geppetto. His wife had passed away several years prior, preventing him from having a son. He decided to create a doll one day in order to end his loneliness. He worked all day on the wooden doll. He eventually finished it in the morning and gave the doll the name Pinocchio. Due to Pinocchio's inability to walk or talk, he later experienced loneliness once more. Geppetto begged to God one night to give him a real child. That was something he never forgot.

He was shocked to learn that Pinocchio was still alive the next day. He taught Pinocchio how to behave like a person, including how to read, write, speak, and walk. Later, he went to an elementary school. Pinocchio arrived home late one day because he was bored. Geppetto questioned Pinocchio when he lastly returned home. Although he is not actually in school, he claims to be there. Pinocchio's nose began to grow larger and longer right away, signaling that he had lied.

The circus owner kidnaps Pinocchio the next morning. Pinocchio then joined the circus as a slave. He is very famous because he is a talking doll. Since Pinocchio had not returned to his house for more than two days, Geppetto was worried about

him. He searched everywhere but couldn't find Pinocchio. A large wave tossed him as he searched the water. The next time he woke up, he was inside a whale. He was unable to escape from that situation..

However, Pinocchio eventually managed to get away from the circus. When he returned home, his house was empty. Finally, he searched the water for Geppetto. He encountered Geppetto in the whale's belly after experiencing the same accident as Geppetto. By starting a fire, both of them emerged from the stomach. They return home together and live happily ever after at the conclusion of the tale.

**Appendix 4**

## QUESTIONNAIRE SHEET GRID

The Influence of the Dictogloss Technique on the Students
Listening Skill        of XI MIPA 1 at SMAN 7 Sinjai

| No. | Variable | Indicators | No. Items |
|---|---|---|---|
| 1. | Listening | 1.  Receiving | 1-2 |
|  |  | 2.  Understanding | 3 |
|  |  | 3.  Remembering | 4-5 |
|  |  | 4.  Responding | 6 |
| 2. | Dictogloss Technique | 1.  Capturing Information | 7-11 |
|  |  | 2.  Reconstructing Information | 12-14 |
|  |  |  | 15-16 |
|  |  | 3.  Providing Feedback |  |

**Appendix 5 Respondents**

| No | Nama | Reg. No | Class |
|---|---|---|---|
| 1 | A. Hesti Tamara | 3129 | XI MIPA 1 |
| 2 | Ahmad Junaedi | 3130 | XI MIPA 1 |
| 3 | Ahmad Vikyar | 3131 | XI MIPA 1 |
| 4 | Asman Wijaya | 3132 | XI MIPA 1 |
| 5 | Elsa Dina Syakirah | 3133 | XI MIPA 1 |
| 6 | Haerani | 3134 | XI MIPA 1 |
| 7 | Halim Praja Asmanda | 3135 | XI MIPA 1 |
| 8 | Hasriani | 3136 | XI MIPA 1 |
| 9 | Husaimah | 3137 | XI MIPA 1 |
| 10 | Lutfiah Amel Idris | 3138 | XI MIPA 1 |
| 11 | Magfirah | 3139 | XI MIPA 1 |
| 12 | Maulana | 3140 | XI MIPA 1 |
| 13 | Muh. Alfeansyah | 3459 | XI MIPA 1 |
| 14 | Muh. Faisal Ismar | 3141 | XI MIPA 1 |
| 15 | Muhammad Riswan | 3142 | XI MIPA 1 |
| 16 | Muhammad Haikal | 3143 | XI MIPA 1 |
| 17 | Nabila | 3144 | XI MIPA 1 |
| 18 | Novianti | 3145 | XI MIPA 1 |
| 19 | Nur Wasila Arsyad | 3146 | XI MIPA 1 |
| 20 | Nurul Azizah | 3147 | XI MIPA 1 |
| 21 | Nurul Mauliani | 3148 | XI MIPA 1 |
| 22 | Raditya | 3149 | XI MIPA 1 |
| 23 | Resky Ananda | 3150 | XI MIPA 1 |
| 24 | Rifai Andria | 3151 | XI MIPA 1 |
| 25 | Riski Ayu | 3152 | XI MIPA 1 |
| 26 | Saiful Jamil | 3153 | XI MIPA 1 |
| 27 | Samsul Bahri | 3154 | XI MIPA 1 |
| 28 | Shalsabilah | 3155 | XI MIPA 1 |
| 29 | Sinta | 3156 | XI MIPA 1 |

| 30 | Sri Wahyuni | 3157 | XI MIPA 1 |
|----|-----------------|------|-----------|
| 31 | Washiatul Akmal | 3158 | XI MIPA 1 |

# SAppendix 6: Results of the Questionnaire

No. Item

| Nama | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Jumlah |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. Hesti Tamara | 5 | 3 | 4 | 3 | 4 | 3 | 4 | 5 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 56 |
| Ahmad Junaedi | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 2 | 2 | 2 | 51 |
| Ahmad Vikyar | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 2 | 2 | 2 | 51 |
| Asman Wijaya | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 53 |
| Elsa Dina Syakirah | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 1 | 3 | 3 | 1 | 43 |
| Haerani | 5 | 1 | 5 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 4 | 60 |
| Halim Praja Asmanda | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 53 |
| Hasriani | 5 | 1 | 5 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 4 | 60 |
| Husaimah | 5 | 4 | 4 | 2 | 3 | 2 | 5 | 4 | 2 | 1 | 3 | 4 | 1 | 4 | 3 | 1 | 60 |
| Lutfiah Amel Idris | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 5 | 3 | 3 | 4 | 3 | 65 |
| Magfirah | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 1 | 3 | 4 | 1 | 4 | 3 | 1 | 45 |
| Maulana | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 48 |
| Muh. Alfeansyah | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 64 |
| Muh. Faisal Ismar | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 53 |
| Muhammad Riswan | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 2 | 2 | 2 | 51 |
| Muhammad Haikal | 4 | 4 | 4 | 3 | 3 | 2 | 5 | 5 | 4 | 4 | 2 | 5 | 4 | 2 | 2 | 2 | 55 |
| Nabila | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 1 | 3 | 4 | 1 | 4 | 3 | 1 | 47 |
| Novianti | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 1 | 3 | 4 | 1 | 4 | 3 | 1 | 47 |
| Nur Wasila Arsyad | 4 | 5 | 5 | 3 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 3 | 3 | 4 | 1 | 61 |
| Nurul Azizah | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 54 |
| Nurul Mauliani | 5 | 3 | 4 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 3 | 4 | 4 | 1 | 61 |
| Raditya | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 3 | 3 | 65 |
| Resky Ananda | 5 | 1 | 5 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 2 | 3 | 3 | 4 | 58 |
| Rifai Andria | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 53 |
| Riski Ayu | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 48 |
| Saiful Jamil | 5 | 2 | 3 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 3 | 3 | 63 |
| Samsul Bahri | 5 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 2 | 2 | 3 | 53 |
| Shalsabilah | 3 | 2 | 4 | 3 | 2 | 2 | 3 | 4 | 2 | 3 | 3 | 2 | 4 | 4 | 3 | 4 | 48 |
| Sinta | 5 | 1 | 5 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 5 | 61 |
| Sri Wahyuni | 5 | 1 | 5 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 4 | 60 |
| Washiatul Akmal | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 53 |

# Appendix 7: Students Listening Test (Pretest) Results

| No. | Nama | Receiving | Understanding | Remembering | Responding | Total |
|-----|------|-----------|---------------|-------------|------------|-------|
| 1 | A. Hesti Tamara | 15 | 10 | 10 | 15 | 50 |
| 2 | Ahmad Junaedi | 10 | 5 | 15 | 15 | 45 |
| 3 | Ahmad Vikyar | 10 | 10 | 10 | 5 | 35 |
| 4 | Asman Wijaya | 5 | 15 | 10 | 10 | 40 |
| 5 | Elsa Dina Syakirah | 15 | 15 | 5 | 10 | 45 |
| 6 | Haerani | 15 | 5 | 15 | 10 | 45 |
| 7 | Halim Praja Asmanda | 5 | 15 | 15 | 15 | 50 |
| 8 | Hasriani | 10 | 10 | 5 | 10 | 35 |
| 9 | Husaimah | 10 | 5 | 10 | 10 | 35 |
| 10 | Lutfiah Amel Idris | 10 | 10 | 10 | 10 | 40 |
| 11 | Magfirah | 15 | 10 | 15 | 15 | 55 |
| 12 | Maulana | 10 | 15 | 10 | 10 | 45 |
| 13 | Muh. Alfeansyah | 5 | 10 | 15 | 20 | 50 |
| 14 | Muh. Faisal Ismar | 10 | 10 | 10 | 10 | 40 |
| 15 | Muhammad Riswan | 15 | 5 | 10 | 10 | 40 |
| 16 | Muhammad Haikal | 15 | 15 | 10 | 15 | 55 |
| 17 | Nabila | 15 | 15 | 15 | 15 | 60 |
| 18 | Novianti | 15 | 5 | 15 | 10 | 45 |
| 19 | Nur Wasila Arsyad | 10 | 10 | 10 | 15 | 45 |
| 20 | Nurul Azizah | 15 | 10 | 15 | 10 | 50 |
| 21 | Nurul Mauliani | 10 | 10 | 10 | 15 | 45 |
| 22 | Raditya | 5 | 15 | 15 | 15 | 50 |
| 23 | Resky Ananda | 10 | 10 | 10 | 15 | 45 |
| 24 | Rifai Andria | 15 | 5 | 10 | 10 | 40 |
| 25 | Riski Ayu | 15 | 10 | 15 | 10 | 50 |
| 26 | Saiful Jamil | 5 | 15 | 5 | 5 | 30 |
| 27 | Samsul Bahri | 10 | 15 | 10 | 5 | 40 |
| 28 | Shalsabilah | 10 | 10 | 10 | 15 | 45 |
| 29 | Sinta | 5 | 15 | 5 | 5 | 30 |
| 30 | Sri Wahyuni | 10 | 10 | 10 | 10 | 40 |
| 31 | Washiatul Akmal | 5 | 15 | 10 | 5 | 35 |

# Appendix 8: Students Listening Test (Posttest) Results

| No. | Nama | Receiving | Understanding | Remembering | Responding | Total |
|---|---|---|---|---|---|---|
| 1 | A. Hesti Tamara | 20 | 15 | 15 | 20 | 70 |
| 2 | Ahmad Junaedi | 15 | 10 | 20 | 20 | 65 |
| 3 | Ahmad Vikyar | 15 | 15 | 15 | 10 | 55 |
| 4 | Asman Wijaya | 10 | 20 | 15 | 15 | 60 |
| 5 | Elsa Dina Syakirah | 20 | 20 | 10 | 15 | 65 |
| 6 | Haerani | 20 | 10 | 20 | 15 | 65 |
| 7 | Halim Praja Asmanda | 10 | 20 | 20 | 20 | 70 |
| 8 | Hasriani | 15 | 15 | 10 | 20 | 60 |
| 9 | Husaimah | 15 | 10 | 15 | 20 | 60 |
| 10 | Lutfiah Amel Idris | 15 | 15 | 15 | 15 | 60 |
| 11 | Magfirah | 20 | 15 | 20 | 20 | 75 |
| 12 | Maulana | 15 | 20 | 15 | 15 | 65 |
| 13 | Muh. Alfeansyah | 10 | 15 | 20 | 25 | 70 |
| 14 | Muh. Faisal Ismar | 15 | 15 | 15 | 15 | 60 |
| 15 | Muhammad Riswan | 20 | 10 | 15 | 15 | 60 |
| 16 | Muhammad Haikal | 20 | 20 | 15 | 20 | 75 |
| 17 | Nabila | 20 | 20 | 20 | 20 | 80 |
| 18 | Novianti | 20 | 10 | 20 | 15 | 65 |
| 19 | Nur Wasila Arsyad | 15 | 15 | 15 | 20 | 65 |
| 20 | Nurul Azizah | 20 | 15 | 20 | 15 | 70 |
| 21 | Nurul Mauliani | 15 | 15 | 15 | 20 | 65 |
| 22 | Raditya | 10 | 20 | 20 | 20 | 70 |
| 23 | Resky Ananda | 15 | 15 | 15 | 20 | 65 |
| 24 | Rifai Andria | 20 | 10 | 15 | 15 | 60 |
| 25 | Riski Ayu | 20 | 15 | 20 | 15 | 70 |
| 26 | Saiful Jamil | 10 | 20 | 10 | 20 | 60 |
| 27 | Samsul Bahri | 15 | 20 | 15 | 10 | 60 |
| 28 | Shalsabilah | 15 | 15 | 15 | 20 | 65 |
| 29 | Sinta | 10 | 20 | 10 | 10 | 50 |
| 30 | Sri Wahyuni | 15 | 15 | 15 | 15 | 60 |
| 31 | Washiatul Akmal | 10 | 20 | 15 | 10 | 55 |

## Appendix 9: Supervisor's Decree

**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp. 082291930870, Kode Pos 92612
Email : ftikiaim@gmail.com        Website : http://www.iaimsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بسم الله الرحمن الرحيم

**S U R A T   K E P U T U S A N**
**NOMOR: 1083.D1/III.3.AU/F/KEP/2022**

**TENTANG**
**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2022/2023**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

| | | |
|---|---|---|
| Menimbang | : | 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. |
| | | 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya. |
| Mengingat | : | a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. |
| | | b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas. |
| | | c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. |
| | | d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai. |
| | | e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) |
| | | f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. |
| | | g. Statuta Institut Agama Islam Muhammadiyah Sinjai. |
| Memperhatikan | : | 1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023. |
| | | 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 305.R/III.3.AU/F/KEP/2022 tanggal 15 Oktober 2022 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Institut Agama Islam Muhammadiyah Sinjai tahun akademik 2022/2023. |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa. |
| Pertama | : | Mengangkat dan menetapkan saudara(i) : |

| Pembimbing I | Pembimbing II |
|---|---|
| Harmilawati, S.S.,S.Pd., M.Pd. | Irmayani, S.S., M.Pd. |

untuk penulisan skripsi mahasiswa:

| | | |
|---|---|---|
| Nama | : | Andi Muhamad Zulfikar |
| NIM | : | 190110024 |
| Program Studi | : | Tadris Bahasa Inggris |
| Judul Skripsi | : | The Influence of Dictogloss Technique on Students Listening Skill of XI MIPA 1 at SMAN 7 Sinjai. |

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

| | | |
|---|---|---|
| Kedua | : | Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai. |
| Ketiga | : | Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab. |
| Keempat | : | Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya. |

Ditetapkan di  : Sinjai
Pada Tanggal  : 25 Oktober 2022 M
: 29 Rabiul Awal 1444  H

Dekan,

**Fakhri, S.Pd.I., M.Pd.I.**
NBM. 1213495
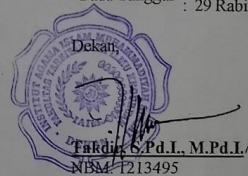
*Tembusan Disampaikan Kepada Yang Terhormat:*
1. BPH IAIM Sinjai
2. Rektor IAIM Sinjai
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM IAIM Sinjai

# Appendix 10: Research Permit Application

Nomor : 191.D1/III.3.AU/F/2023
Lamp : Satu Rangkap
Hal : **Permohonan Izin Penelitian**

Kepada Yang Terhormat

**Kepala Sekolah SMAN 7 Sinjai**

Di -

Sinjai

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Andi Muhamad Zulfikar
NIM : 190110024
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

*"The Influence Of Dictogloss Technique On Students Listening Skill Of XI MIPA At SMAN 7 Sinjai".*

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **Sekolah SMAN 7 Sinjai.**

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

Dr. Takdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :
1. Rektor IAIM Sinjai
2. Kepala Dinas Pendidikan Prov Sul- Sel

Islami, Progresif, dan Kompetitif

# Appendix 11: Research Permit

PEMERINTAH PROVINSI SULAWESI SELATAN
**DINAS PENDIDIKAN**
**UPT SMA NEGERI 7 SINJAI**
Alamat : Jl. Pelita No. 5 Talle Kec. Sinjai Tengah  Telp.(0482-2424100) ⊠ 92652
Email: sman1sinjaitengah@yahoo.com/Website: www.sman1sinjaitengah.sch.id

**SURAT KETERANGAN PENELITIAN**
**NOMOR : 423.6/ 102 -UPT SMA.7/SJI/DISDIK**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 7 Sinjai Kabupaten Sinjai, menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | ANDI MUHAMAD ZULFIKAR |
| NIM | : | 190110024 |
| Program Studi | : | Tadris Bahasa Inggris (TBI) |
| Jenis Kelamin | : | Laki-Laki |
| Pekerjaan | : | Mahasiswa (S1) UIAD Sinjai |
| Alamat | : | Samaenre Kec. Sinjai Tengah |

Benar telah mengadakan penelitian dalam rangka penyusunan skripsi dengan judul Penelitian :

**"THE INFLUENCE OF DICTOGLOSS TECHNIQUE    ON STUDENTS LISTENING SKILL OF XI MIPA AT  SMAN 7 SINJAI".**

Demikian Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sinjai, 17 Mei 2023
Kepala UPT SMAN 7 Sinjai,

**Drs. MUHTAR**
Pangkat: Pembina Utama Muda
NIP    : 196312311990021009

# Appendix 12: Documentation

**Appendix 13: Biography**

## BIOGRAPHY



| | | |
|---|---|---|
| Full Name | : | Andi Muhamad Zulfikar |
| Reg. Number | : | 190110024 |
| Place/Date of Birth | : | Majalengka,16 Maret 2001 |
| Address | : | Jl. Kinak Lappadata |

| | | |
|---|---|---|
| Organizational Experience | : | 1. English Students Association (ESA) |
| Educational Background | : | |
|    1. Elementary School | : | SD Negeri Ciparay 2 |
|    2. Junior High School | : | SMP Negeri 2 Sinjai Tengah |
|    3. Senior High School | : | SMA Negeri 7 Sinjai |
| Phone number | : | +62 853-2370-7654 |
| Email | : | Andimuhamadzulfikar16032001@gmail.com |
| Parents' name | : | Samsudin (Father) |
| | | Ratinah (Mother) |
| Professional Background | : | English Mentor of Lembaga Bahasa IAIMS |

PAPER NAME

ANDI MUHAMMAD ZULFIKAR 19011002
4

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