

ABSTRACT

AMARAL GIBRAN, 2020. The Students' Perception on The Use of Dictogloss Strategy in Teaching Listening (*A Descriptive Quantitative Research at the Grade Twelve of SMA Muhammadiyah Sungguminasa*), under the thesis of English Education Department, the Faculty of Teacher Training and Education, Makassar Muhammadiyah University, guided by Nur Qalbi and Muhalim.

This study aims to find out the students' perception on the use of Dictogloss Strategy in teaching listening. The result of this research can help the teacher to more comfortably present the material about Dictogloss strategy, the result of this research can be used as a reference to improve the ability of the student in understanding more about Dictogloss Strategy. This study uses a descriptive quantitative approach and data collection techniques questionnaire. The number of the research subjects was 26 students in class XII MIA SMA Muhammadiyah Sungguminasa consisted of 13 male students and 13 female students.

The result findings found that on three types of students' perceptions, the first type is students' positive perception on the use of Dictogloss strategy in teaching listening, the second types are students' neutral perception on the use of Dictogloss strategy in teaching listening on the research instrument, and the third types are students' negative perception on the use of Dictogloss strategy in teaching listening on the research instrument. At point 1 which was positive, namely I feel motivated to do my English task on Dictogloss Strategy, this was evidenced by the large students' response showing that 16 (61.53%) out of the students chose to Agree, and 9 (34.61%) chose Strongly Agree. Meanwhile, at point 14, students prefer to ask classmates about something they don't know then ask the teacher, the question is negative so that many students disagree with the question, response showing that 14 (53.84%) out of the students chose strongly disagree, and 6 (23.07%) chose to disagree, the fact is that students prefer to ask the teacher to ask their classmates. Dictogloss strategy most of the students gave a positive response in the teaching listening process because the Dictogloss strategy help to increase students to develop of Dictogloss Strategy in listening class. If the students use the Dictogloss strategy in the class. They can understand how to express ideas, opinions, and help each other to solve problems in learning.

Keywords: Perception, Dictogloss strategy, Teaching, Listening.