"USING DICTOGLOSS TECHNIQUE TO IMPROVE THE STUDENT'S LISTENING ABILITY"

(*A Pre Experimental Study At Eight Grade Students of Junior High School 1 Sungguminasa Academic Year 2018/2019*)

A Thesis

Submited to the faculty of Teacher Training and Education

Makassar Muhammadiyah University in partial fulfillment of the requirement

For degree of Education in English Department.

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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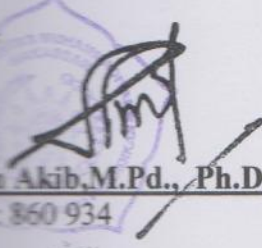
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Tuesday 28/05/2019	IV	Refer the title of your findings to the Research questions	
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MOTTO AND DEDICATE

"Don't Show Your Dream But Do It''

(Fheny)

I dedicated this thesis to

My beloved parents and my husband

ABSTRACT

Evi Feni Sabriani Amir. 2018.*"Using Dictogloss Technique to Improve The Student's Listening Ability." (A Descriptive Qualitative Study at eight class in SMPN 1 Sungguminasa)*. A Thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Ratna Dewi, the first advisor and Saiful, the second advisor.

This study aimed to find out Is dictogloss technique effective to improve students' listening ability ?at the Eight Class in SMPN 1 Sungguminasa .The procedure of collecting data as follows: The first, the researcher gave pre-test to the students. The second, the researcher gave treatment during six meetings with using Dictogloss Technique. After giving treatment, post-test was given to the students. Then, the researcher compared the result of those test; pre-test and post-test.

This study used Descriptive Qualitative Research Design. The instrument which was used to collect the data .The data was collected from at the Eight Class students in SMPN 1 Sungguminasa. The samples were 30 students and with give 10 score in a each question when they were answer right untill 10 question but if they were a got wrong they a got 0 score . The first, the researcher gave pre-test to the students, second, the researcher gave treatment during six meetings with using Dictogloss Technique,After giving treatment, post-test was given to the students Then, the researcher compared the result of those test pre-test and post-test.

The result pre-test and post-test divided into four categories into narrative text, setting, problem, solution and moral. First, the students' mean score in setting were 54.00 (pre-test) and 60.00 (post-test). Second, the students' mean score in wproblem were 49.33 (pre-test) and 61.67 (post-test). Third, the students' mean score in solution were 56.00 (pre-test) and 67.00 (post-test). Fourth, the students' mean score in moral were 61.33 (pre-test) and 70.33 (post-test). All of items improved between pretest score and posttest score. Based on data dictogloss tehnique can effectivness and can improve student listening ability at the Eight Class in SMPN 1 Sungguminasa .

Keywords:. Dictogloss,listening ability, short story.

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CHAPTER I

INTRODUCTION

This chapter consist of the Background Of research to this research.

A. Background

English has been considered to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school. However, since it is only a foreign language, there are a lot of problems found in the English language learning.especially listening ablity but there technique can help students listening ability thats dictogloss technique

British Council (2014) , Dictogloss Technique is a classroom dictation activity where learners are required to reconstruct a short text after listening and noting down key words. Dictogloss is often regarded as a multiple skills and systems activity. Learners practise listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task. Furthermore, the students are also Participate in process learning purposed to get feedback about method in the material for running well . In order to achieve those important goals, the teacher should be successful enough in making the students understand the material.

In Dictogloss Technique, a short text was read at normal speed to a class of learners who jot down familiar words as they listen. At the end of dictation stage, most learnershave only a small number of isolated words (or fragments) which together make up a very inchohesive "battered text". In small groups, the students then combine their then produce a short text from the discussion comparison.

The dictogloss technique had many benefit for the students. This listening activity could built students' motivation to study by "coopetisi" (cooperative and competition) activity. cooperative is to teach students the skills of cooperation and collaboration then Competition is, in general, a contest between two or more, individuals, for territory, a niche, for scarce resources, goods, for mates, for prestige, recognition and profit The students can be trained to worked together in a group, so that their sense of togetherness is built, and they are comfortable to do their activity. In the while and post activity, students worked individually to built self-confidence and responsibilitys. Therefore, Dictogloss Technique is interesting method to apply in learning process

Listening is a language receive through the ears. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Research shows that 45% of our time is spent on listening. We listen more than speak.If

this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills. in classroom context the teacher must teaching how to be good hearing

Several researches have discussed about Dictogloss Technique Dista (2015). implemented dictogloss in order by preparing the topics noticing stage activiting stage,checking stage, writing stage. starting from 1 in which the teacher preparing learners for the topic via storytelling, listening for the first time and whole class discussion, 2. Noticing stage: this is applied by learners when they take notes while and after listening to the text for a second time at normal speed for reading aloud, 3. Activity stage: this is when learners work together in small groups to recreate texts based on what they remember of what they heard, 4. Checking stage: this is used to analyze and compare the various written versions in a whole class setting, and to check if they are on the right track, 5. Writing stage: this is specially implemented to give the learners the opportunity to produce a similar text individually and demonstrate what they have understood about the reading

Takahiro. (2014), In his article title, *"Improving listening skills and motivation to learn English through Dictogloss.* implementaed the procedure of using dictogloss through Listening Step 1 While the teacher reads the text aloud

once at a normal speed, the participants listen but do not write. The text is a summary of the news they have already comprehended and includes important words and expressions from the news. The text consists of four or five sentences and has approximately 70 words, Step 2 The teacher reads the text again at a normal speed and the participants take notes. They are expected to get the meaning of the text instead of writing down every word spoken. Step 3 The participants work in pairs to reconstruct the text in full sentences. The reconstructed text retains the meaning of the original text but is not necessarily a word-for-word copy of the text read by the teacher. Step 4 Several pairs read their reconstructed text to the class and other pairs listen and compare the text with their own reconstructed text. Step 5 The original text is provided to the participants and they identify similarities and differences in terms of meaning and form between their reconstructed text and the original and write down what they have noticed.

Other studie done by Azmi (2014). entitled *Using The Dictogloss Technique To Enhance Listening Ability.*The implemented of this study as follows Listening stage 1.The teacher introduces a topic and related vocabulary. This can be done using a variety of techniques in open class discussion, group brainstorming, question and answer session, predicting text content fromictures or vocabulary. The important thing is that the learners are engaged with the topic and hopefully become interested in it. notes that preparation stages are essential in listening task, 2. Providing a context helps learners to prepare for the kind of information,

lexis and ideas they are about to engage with. Once learners know the context for something, they will be able to predict possible content and are more likely to engage with the text 3..After the second reading learners reconstruct the text using the notes they have made in stage two of the dictation 4.Finally, they compare the text they have written with that of their friends. This is the feedback in the process

The last reference fromAsrobi, Maman, and Amni. (2017). In their article entitled "*The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners." Voices of English Language Education Society* .The implemented of this study as follows,the teacher tells the students the topic that will they listen and then the students ask the teacher some vocabularies related to the topic that was given. Second, the students do listening process. because the students know the topic and difficult vocabulary, so they will eazy do the listening process. learners may need to hear the recording several times. The first time, the students are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. As inexperienced learners tend to try to write down everything, teachers should emphasize that they should focus on key words only that will help them with the reconstruction of the text. Third, reconstruction, Reconstruction is the central part of the dictogloss listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text

The previous researches above have concentrated using Dictogloss Technique in improving student listening ability. previous this researches contributes to the development of the participants' listening skills and the increased motivation. Using Dictogloss Technique can be effective since the students learn how to do reconstruction and inquiry processes when they rebuild the texts based on their own knowledge and using their own words eventhough some differences are available like as in Dista (2015) article this focus on demonstrate what they have understood about the reading, Takahiro. (2014) we tried to provide language and content in an integrated way as much as possible. Azmi (2014) compared the text they have written with that of their friends.

A treatment was given through Dictogloss Technique method to measure whether this method was effective to improve students Listening ability.This treatment will be conducted during six weeks on different places and times, where face to face meeting do in the classroom . the researcher is interested in carring out a research entitledof "Using Dictogloss Technique To Improve The Student's Listening Ability." of **SMPN 1 SUNGGUMINASA**

B. Research Problem

Based on the background above, the research question is formulated as follows: Is Dictogloss Technique effective to improve students' listening ability in listening short story at students of class VIII SMPN 1 SUNGGUMINASA ?

C. Research Objective

The objective of this research is to find out whether or not the students' listening ability can be improved by using dictogloss strategy at students of class VIII **SMPN 1 SUNGGUMINASA**

D. The Significances of the Research

The significances of the research are expected to be using for:

a. Teacher

Provide information to teachers about Using Dictogloss Technique To Improve The Student's Listening Ability. Dictogloss method can help for teachers to heir teaching process.

b. Students

Provide early information to students about Dictogloss Technique Method and provide information that Dictogloss Technique Method can give them insight how and improve their Listening Ability

c. Researcher

The result of this research is expected provide as information to the resarchering experience, knowledge in research on education and English teaching, especially for Listening Ability in using dictogloss technique

E. Scope of the Research

The scope of the research is Dictogloss Technique. This research uses short story media to improve student's Listening ability therefore, this research will be focus on the student listening ability in indentifying setting, problem,solusion and moral of the story

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is aim to support this study with related literature. This chapter elaborates studies including theories related to the topic of this study, review of related study and conceptual framework.

1. **The Concept of Dictogloss Technique**

    a. **Definition of Dictogloss Technique**

    Moreover, according to Wajnryb (1990) dictogloss is classroom activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It will take in some steps. For the first, the students get the warm up, dictation, analysis/ correction, and reconstruction. From the audio, the students will get the main point of the text. Then, they can write down some key words. The last, they can reconstruct tye text using their own word.

    Thornbury (1999: 82) stated "Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing them text from memory and then comparing it with the original". Thus, although the basic. There are 5 types of dictation as follows:

1. Partial (sometimes known as cloze)

Most of the dictations are partial dictations where words, phrases, or chunks of language have been deleted, and students are required to listen and write down the missing words.

2. Pair (sometimes known as mutual)

This dictation requires students to work in pairs to combine two-part texts into one continuous piece. One student has a copy of dictation "Student A," and the other has dictation "Student B." Each student has half of the text. They should not look at each other's sheets. Student A dictates and Student B writes, then B dictates and A writes, and so on until the story is complet

3. Dictogloss

In this kind of dictation, the focus is on getting the gist or main idea of a sentence or short paragraph.

4. Prediction

Prediction lessons come in two parts. The first part focuses more on reading skills and grammar. The students are required to work in pairs, reading the passage and predicting (or guessing) what should be in each blank space.

5. Note Taking

Note taking activities require students to write down Information they think is important for the discussion that follows. Students should compare their notes to a partner's to be sure they caught the pertinent information. When this is accomplished, they are able to discuss the issues that follow.

There are four inndentifying in listening ability of listening short story

Setting

Setting or place of the story is often also called the setting of the story, is a description of time, place, and atmosphere of the occurrence of a story (Wiyanto, 2002: 28).

Problem

The problem is one form of question to someone where that person does not have a law that can be used immediately to find answers to these questions (problems). Hudojo

Solution

a   solution   is   a   solution   or   an   answer   to   a   problem (Munif Chatib 2011)

Moral

According to Hurlock: The definition of moral is behavior that is in accordance with the moral code of social groups. Moral itself means ordinances, habits, and customs. Moral behavior is controlled by the

concept of moral concepts or rules of behavior which have become a habit for members of a culture

a. **The Concept of Dictogloss Technique**

In dictogloss technique, learners hear an extended passage, perhaps two minutes long, on a relative complex exposition or story. The passage deliberately contains complicated facts, difficult vocabulary and structures, and more information than can be recalled. The learners do not take notes. The teacher read a passage at a normal speed to learners who listen and write down as many words as they can identify. The teacher may read the paragraph once at normal speed while the students just listen; then the teacher can read it again with longer pauses between sentences if necessary. Following the hearing of the passage, the learners are asked to reconstruct the passage as completely and as accurately as they can. In this kind of dictation, the students should focus more on the meaning of the paragraph than on the individual sentences.

Then they collaborate in small groups to reconstruct the text because of the fragments, which they have written down. For teaching purposes, the passage can be read again after each group has constructed their passage. Indeed, the entire cycle can be repeated. This version of dictation focuses initially on inclusion of ideas and gradually focuses on detail

c. **The Purposes of Dictogloss Technique**

1. To introduce keywords at the beginning of a work sequences

2. To encourage students to focus on meaning when listening a text

3. To develop effective listening

4. To develop proof reading and editing strategies

5. To provide an authentic opportunity for cooperative learning

1. **Concept of Listening**

   a. **Definition of Listening**

   According to *Oxford Advanced Learner's Dictionary 6th Edition,* listen means to pay attention to somebody/something that you can hear**.** Based on this definition, it can be concluded that listening is a process of transferring information from an oral/spoken language. According to Doyle (2005) there are seven stages process of listening namely hearing, selecting, attending, understanding, evaluating, remembering and responding.

   b. **The purposes of listening**

   Listening is different with hearing. Listening is following the sound and understanding the meaning of the sound. On the other words, it can be described that listening is hearing with a purpose. When we listen to somebody or listen to conversation on television/radio, we actually try to absorb the meaning or ideas. So it can be concluded that the purpose of listening is trying to catch the meaning or understanding the ideas (buck, G. 2001).

c. View of Listening

Listening can be defined as "The process of understanding speech in a second or foreign language." (Richard and Lockhart, 1994). It is "The ability to identify and understand what others are saying. This involves understanding a speaker"s accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says." (Howatt and Dakin, as quoted in Nunan and Miller (2002). In conclusion, listening is receiving the transfer of images, impression, thoughts, beliefs, attitudes and emotions from the speaker.

d. Kinds of Listening

Harmer (2003) say, students can improve their listening skills – and gain valuable language input – through a combination of extensive and intensiv listening material and procedures. In line with it, McDonough and Shaw (2003) state there are two basic and quite standard in listening skill, namely „extensive" and „intensive" listening.

a. Extensive Listening

Extensive listening is mainly concerned to promote overall global comprehension, and encourages learners not to worry if they do not grasp every word. Extensive listening will usually take place outside the classroom.Material for extensive listening can be found

from a number of sources, instance putting pictures in correct sequences, completing a grid, answering true or false, etc.

b. Intensive Listening

Intensive Listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatics units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.

The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test (Cohen in Rost, 2002: 138) because it involve listening, vocabulary, grammar, and the ability to make inferences from context.

c. Interactive Listening

Interactive Listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development. Interactive Listening is a key

component of listening ability, it can be developed through collaborative speaking tasks that focus primarily on meaning but also entail negotiation of linguistic form

3. Listening Comprehension and Dictogloss Technique

Listening refers to listen for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening is not intensively called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.

The prototypical listening activity is dictation, the transcription of the exact words that the speaker utters. Dictation is often claimed to be an excellent integrative test (e.g. Cohen, 1994; Buck, 1992) because it involved listening, vocabulary, grammar and the ability to make inferences from context, quoted by Rost (2002).

a. Informative Listening

Informative listening is the name we give to the situation where the listener's primary concern is Conceptual Framework

The theoretical framework in this research is shown in the diagram as follows: 2.1

INPUT ⟹

- Diagnose the problems (preliminary observation)
- Listening (listen the short story)

PROCESS ⟹

- Action (application of plan)
- Using Dictogloss Techinque

OUTPUT ⟹

- Better reflection and perfection in teaching listening
- Improvement in students' listening comprehension

Input   : Refers to the material in the form of dictogloss that are given to the students and focus on lesson plan formation to related about dictogloss tenique that's like strategy and prepare on teaching english

Process : Refers to listening activities during treatment process. this is part using lesson plan and focus on observation about tenique dictogloss in classroom

Output : Refers to student's achievement in understanding English text. the last part we can see the result all about obsevation and technique

D. Testing Hypothesis

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hyphotesis (H_1):

In this research the alternative hyphotesis (H_1) said that Dictogloss Technique is effective in improving students' writing competence.

2. Null hypothesis (H_0):

In this research the null hyphotesis (H_0) said that Dictogloss Technique not effective in improving students' writing competence

CHAPTER III
RESEARCH METHOD

This chapter talks about the methodology used for this study. In this chapter, there are points discussed which includes research design, research participant, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

The design of this research is experimental research. The purpose of this find out research is to whether the use of dictogloss is effectiveness tor not to improve listening ability. Therefore, qualitative research design ischosen as the way to reach that aim.

The design was represented as follows:

$$O_1 \times O_2$$

Adapted from Emzir (2014:97)

Explanation:

O_1 : Pre-test (Before Treatment)

X   : Treatment

O_2 : Post-test (After Treatment)

A. **Population and Sample**

1. **Population**

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria establish by the

researcher. The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. The population of this research was VIII B class in Junior school 1 Sungguminasa with the total number of students are 31 students.

2. **Sample**

The researcher used a purposive sampling technique it was taken class which had low average score in writing. So, this class would be given a treatment in order to improve their listening competence.

C. **Research Variable**

Related to the variable, there were two variables in this research, namely the dependent and independent variable, those are:

1. Dictogloss Technique as an independent variable
2. Students' listening Competence as a dependent variable

D. **Procedures of Collecting Data**

The procedure of collecting data as follows:

a. The first, the researcher gave pre-test to the students

b. The second, the researcher gave treatment during six meetings with using Dictogloss Technique.

c. After giving treatment, post-test was given to the students

d. Then, the researcher compared the result of those test; pre-test and post-test.

E. Research instruments

The instrument of this research was a listening test. It was given pre-test test listen to a short story . The test was a listening test which is used to find out the student listening ability. The story given in pre test is different from the story given post test.Both test will be given through multiple choice test

F. Technique of Data Analysis

The study apply listening test that was used to describr the students listening ability . The data from the interview describe students listening comprehension by using the technique during the teaching process.
The above data then analyze was using the following steps:

1. Calculating the meanof pre-test score and post-test score.

2. Calculating the significant difference between the students' pre-test and post-test.

1. Calculation the mean of the students answered by using formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = Mean score
$\sum x$ = The raw of all score
N   = The number of subjects

(Subana, et al, 2005)

2. The percentage of increasing achievement used the following formula:

$$X_2\text{-}X_1$$

$$P = \frac{X2-X1}{X1}\,x100\%$$

Where: P= Percentage

X₂= Average score of Post-test

X₁= Average score of Pre-test

(Gay in Goestina, 2016)

3. T-test Analysis

After collecting the data of the students, we was classified the score of the students into the following criteria:

Table 3.2. Classify the Score of the Students

Score	Classifications	Description
96 – 100	Excellent	Knowledgeable, substantive through development of subject; relevant to assigned topic.
86 – 95	Very Good	Some knowledge of subject; adequate range; good development; mostly relevant to topic and good in detail.
76 – 85	Good	Some knowledge of subject; adequate range; limited development; mostly relevant to topic; but lack detail.
66 – 75	Fairly Good	Little knowledge of subject, little substance, adequate development of topic
56 – 65	Fair	Limited knowledge of subject, little substance, inadequate development of topic
36 – 55	Poor	Show limited knowledge of subject but non substantive, not patient
00 – 35	Very Poor	Does not show knowledge of subject, not substantive, not patient

(Depdikbud, 2010)

1. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs (X_1–X_2)

Md   = The mean of Ds

$\sum_d {}^2$ = The sum of the square

$(\sum_d)^2$ = The square of $\sum d$

N   = Number of students

(Subana, et al, 2005)

Table 3.3. Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.5 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. Findings has the data of the students' listening test taken in pre-test and post-test. Discussion contains explanation of findings which reflectto the result analysis of the data.

A. Research Findings

The findings of this research consisted of experimental research in pre-test, post-test, and hypothesis testing.

1. Description of Listening Ability in terms of Setting

In listening short story setting is an important element in a narrative and in some works the setting becomes a character itself. Setting in narrative text listend by the refers to place,time and character. The increase of the students' listening ability in terms of setting can be seen clearly in Table 4.1.

Table 4.1 The Student's Mean Score

Setting	The Student's Mean Score		Increase
	Pre-test	Post-test	
	54.00	60.00	11%

Table 4.1 show that the increase of students mean score is 11% after using dictogloss tehnique. The mean score of the students in pre-test is 54.00 and post-test is 60.00

Table 4.2 Frequency of Students Scope In Term of Setting (Pre-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	15	50
5	Fairly	56-65	I	
6	Poor	36-55	15	50
7	Very Poor	0.0-35	0	0
Total			30	100

Table 4.2 shows that the classification of the students' score of listening ability in using dictogloss in pre-test is 15 (50%) students got fairly good and 15 (50%) students got poor. None of them who got fairly , good, very good and excellent score. The classification of the students' post-test score can be seen in table 4.3

Table 4.3 Frequency of Students Scope in Terms of Setting (Post-test)

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	3.3
4	Fairly Good	66-75	11	36.7
5	Fairly	56-65	14	46.7
6	Poor	36-55	4	13.3
7	Very Poor	0.0-35	0	0
Total			30	100

Table 4.3 shows that the classification of the students' score of listening ability in term of dictogloss in pre-test there is 1 (3.3%) students got good ,11 (36.7%) students got fairly good, 14 (46.7%) students got fairy and 4 (13,3

%) students got poor . None of them who got very poor , good, very good and excellent score.

Based on the result above, in the data of Pre-test and Post test of   setting shows that there are improving before and after the treatment. The improving of students mean score is 11% .

1. **Description of Listening Ability in Terms of Problem**

In listening short story there problem is an important element in a story it becomes a bigger for the story. The ploet of the students' listening ability in terms of problem can be seen clearly in Table 4.4.

Table 4.4 The Student's Mean Score

Problem	The Student's Mean Score		Increase (%)
	Pre-test	Post-test	
	49.33	61.67	25%

Table 4.4 show that the increase   of students mean score is %after using dictogloss tehnique. The mean score of the students in pre-test is 49.33 and post-test is 61.67

Table 4.5 Frequency of Students Scope in Terms of Problem (Pre-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	0	0
5	Fairly	56-65	9	30.0
6	Poor	36-55	20	66.7
7	Very Poor	0.0-35	1	3.3
Total			30	100

Table 4.5 shows that the students' score of listening ability in term of dictogloss in pre-test there is 9 (30.0%) students fairly good, 1 (3.3%) students got very poor and 20 (66.7%) students got poor. None of them who got fairly good , good, very good and excellent score. The classification of the students' post-test score can be seen in table 4.3

Table 4.6 Frequency of Students Scope in Terms of   Problem (Post-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	11	36.7
5	Fairly	56-65	14	46.7
6	Poor	36-55	5	16.6
7	Very Poor	0.0-35	0	0
	Total		30	100

Table 4.6 shows that the students' score of listening ability in term of dictogloss in pre-test there is 11 (36.7%) students got fairly good ,14 (46.7%) students got fairly , and 1 (16.6%) students got poor. None of them who got very poor , good, very good and excellent score.

Based on the result above, in the data of Pre-test and Post test of Content problem shows that there are improving before and after the treatment. The improving of students mean score is 25%.

2. Description of Listening Ability in Terms Solution

In listening short story there solution is an important element in a out way problem a story .. The increase of the students' listening ability in terms of content of setting can be seen clearly in Table 4.7.

Table 4.7. The Student's Mean Score

Solution	The Student's Mean Score		Increase (%)
	Pre-test	Post-test	
	56.00	67.00	19%

Table 4.7 show that the increase of students mean score is 19 %after using dictogloss tehnique. The mean score of the students in pre-test is 56.00 and post-test is 67.00.

Table 4.8 Frequency of Students Scope in Terms of Solution (Pre-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	2	6.6
5	Fairly	56-65	15	49.5
6	Poor	36-55	13	42.9
7	Very Poor	0.0-35	0	0
	Total		30	100

Table 4.8 shows that the classification of the students' score of listening ability in term of dictogloss in pre-test there is 2 (6.6%) students fairly good, 15 (3.3%) students got fairy and 13 (42.9%) students got poor. None of them who got poor, good, very good and excellent score. The classification of the students' post-test score can be seen in table 4.9

Table 4.9 Frequency of Students Scope in Terms of Solution (Post-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	4	13.3
4	Fairly Good	66-75	13	42.9
5	Fairly	56-65	11	36.3
6	Poor	36-55	1	3.3
7	Very Poor	0.0-35	0	0
	Total		30	100

Table 4.9 shows that the classification of the students' score of listening ability in term of dictogloss in pre-test there is 4 (13.3%) students got   good ,13 (42.9%) students got fairly good, and 11 (36.6%) students got fairly and 1(3.3%) students got poor. None of them who got very poor, very good and excellent score.

Based on the result above, in the data of Pre-test and Post test of Content solution shows that there are improving before and after the treatment. The improving of students mean score is 19%

3. **Description of Listening Ability in Terms of Moral**

in listening short story there a moral is a message that is conveyed or a lesson to be learned from a story or event. The moral may be left to the hearer, reader, or viewer to determine for themselves. The increase of the students' listening ability in terms of content of setting can be seen clearly in bellow

Table 4.10. The Student's Mean Score

Moral	The Student's Mean Score		Increase (%)
	Pre-test	**Post-test**	
	61.33	70.33	14%

Table 4.10 show that the increase of students mean score is 50%after using

dictogloss tehnique. The mean score of the students in pre-test is 61.33 and

post-test is 70.33

Table 4.11 Frequency of Students Scope in Terms of Solution (Pre-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	6	19.8
5	Fairly	56-65	16	52.8
6	Poor	36-55	8	26.4
7	Very Poor	0.0-35	0	0
	Total		30	100

 Table 4.11 shows that the classification of the students' score of listening

ability in term of dictogloss in pre-test there is 6 (19.8%) students fairly good,

16 (52.8%) students got fairy and 8 (26.4%) students got poor. None of them

who got poor, good, very good and excellent score. The classification of the

students' post-test score can be seen in table 4.12

Table 4.12 Frequency of Students Scope in Terms of Moral (Post-test)

No	Classification	Score	Frequency	Percentage(%)
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	6	19.8

4	Fairly Good	66-75	15	49.5
5	Fairly	56-65	9	26.7
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			30	100

Table 4.6 shows that the classification of the students' score of listening ability in term of dictogloss in pre-test there is 6 (19.8%) students got good ,15 (49.5%) students got fairly good, and 9 (26.7%) students got fairly. None of them who got poor, very poor, very good and excellent score.

Based on the result above, in the data of Pre-test and Post test of Content solution shows that there are improving before and after the treatment. The improving of students mean score is 14%

B. Hypothesis Testing

T-test was used to know whether the data had significant difference between pre-test and post-test before and after giving treatment.The researcher has applied dictogloss tecnique in students' listening including pretest, treatment and post-test. The pre-test score and post-test score have significant difference after done hypothetical test.

While the criteria acceptance or rejection of t-test as follows:

H1 is accepted if *sig < a = 0.05*

H0 is accepted if *sig > a = 0.05*

Table 4.11 Paired Sample Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	54, 80 80, 25	9.942 10.986	1.815 2.040	-18.650	-1,234	- 2.842	30	.1527

Table 4.12 shows that the data of pre-test and post-test had significance data.The data of pre-test and post-test showed that sig. 0.00< 0.05. So, all of data have been significance. It can be concluded that pre-test and post-test hassig.< a, and H1 was accepted and H0 was rejected. So, it could be assumed that there was a significant influence of using dictogloss to improve students' listening ability mastery at the eighth grade of SMP Negeri 1 Sungguminasa in academic year of 2019/2020.

C. Discussion

Based on the analysis of the data in finding on this research, the researcher would like to discuss about the problem statement in this research, the researcher focused on at students of class VIII SMPN 1 SUNGGUMINASA

a. Identifying Setting in Listening

The ability of students in identifying setting in listening ,where the pre test scores are lower than the post-test score. in identifying setting they were difficult in determine time and place in short story but after doing postest with treatment dictogloss tehnique   and that showed dictogloss tehnique   the students more

interested in learning listening cause there audio in proceses learning and dictogloss tehnique could improve students' listening ability especially in indentifing setting

  b. Identifying Problem in Listening

   The second   ability of students in identifying   problem in listening is identified by   pre and post-test score after using dictogloss tehnique. it was shown by differences between both scores,where the pre test scores are lower than the post-test score. in identifying problem They were difficult in determining the problem and difficult in understanding plot story in short story but after doing postest with treatment dictogloss tehnique and that showed dictogloss tehnique could improve students' listening ability especially in indentifying problem

  c. Identifying Solution in Listening

   The third ability of students in identifying solution in listening is identified by pre and post-test score after using dictogloss tehnique. it was shown by differences between both scores,where the pre test scores are lower than the post-test score. in identifying   solution They were difficult in determining solution and difficult in understanding plot story in short story but after doing postest with treatment dictogloss tehnique and that showed dictogloss tehnique could improve students' listening ability especially in indentifing solution

  d. Identifying Moral in Listening

   The fourth ability of students in identifying moral in listening is identified by pre and post-test score after using dictogloss tehnique. it was shown by differences between both scores,where the pre test scores were lower than the post-test score. in identifying   moral   they were difficult in determining message of story and what

messege we can learn of short story but after doing postest with treatment dictogloss tehnique and this showed dictogloss tehnique could improve students' listening ability especially in indentifing moral. From dictogloss technique by Azmi (2014). entitled Using The Dictogloss Technique To Enhance Listening Ability this technique is proven effective in improving listening ability but researcer use short story media listening audio thats verry help students especially learning listening ability
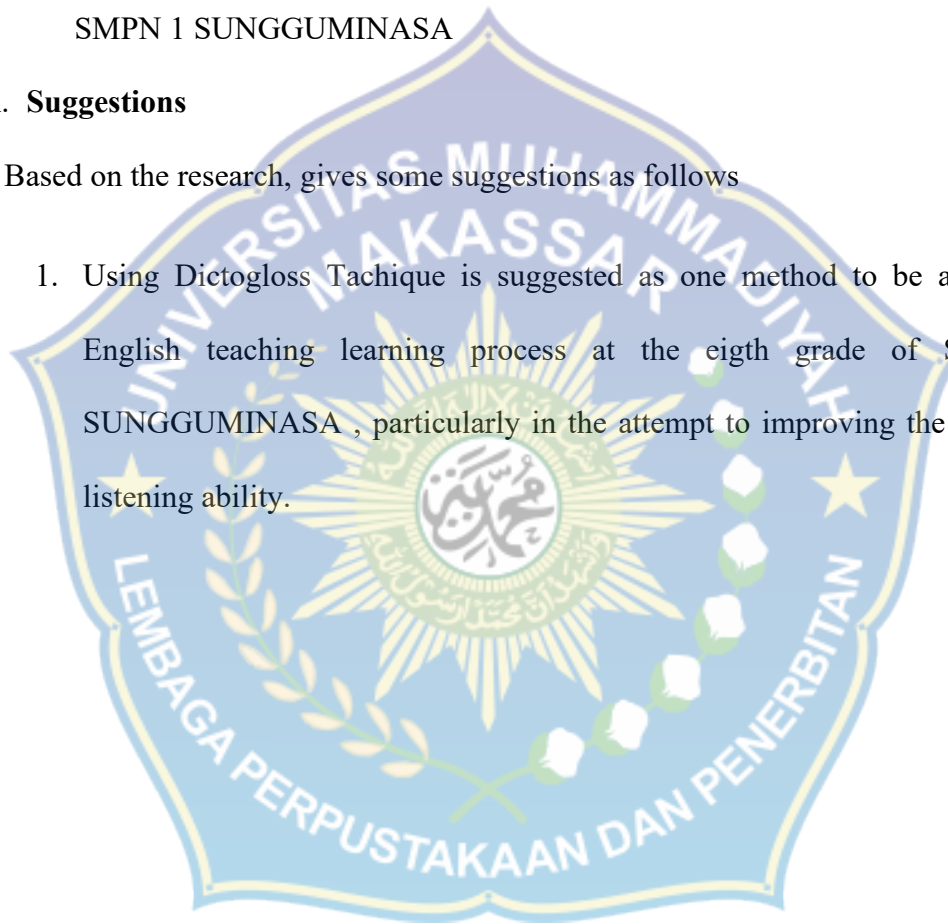
By seeing the effectiveness of "Using Dictogloss Technique To Improve The Student's Listening Ability". The researcher concluded that Dictogloss Technique could be used as an alternative media in teaching listening ability. There was a significant difference in the students' achievement between pre-test and post-test. Using Dictogloss Technique To Improve The Student's Listening Ability in indentifying setting, problem,solusionand moral of the story. From the discussion above, it can be concluded that the 8th Grade Students of SMPN 1 Sungguminasa have good achievement in listening ability after being taught through Dictogloss Technique

concluded that there was a significant difference between the score in pretest and postes before after using dictogloss technique for students' listening ability in terms of content in It was meant that H1 was accepted while H0 was rejected. So, it could be assumed that there was a significant the use of dictogloss technique in improving students' listening at the eigth grade of SMPN 1 SUNGGUMINASA

A. **Suggestions**

Based on the research, gives some suggestions as follows

1. Using Dictogloss Tachique is suggested as one method to be applied in English teaching learning process at the eigth grade of SMPN 1 SUNGGUMINASA , particularly in the attempt to improving the students' listening ability.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of the conclusion of research findings and the sugggestion to this research.

A. Conclusion

Based on the findings and discussions in the previous chapter the researcher concluded that:

1. It can be concluded that using dictogloss technique is effective to improve the students listening ability in term of content. at at students of class VIII SMPN 1 SUNGGUMINASA

The use of dictogloss tehnique was effective in improving students listening ability. It was proved by looking at the mean score of the students in Pre-test were 57, 42 and Post-test which to be 67, 24. Besides sig. (2-tailed) 0,000 lower than the level of significance (a) = 0, 05. Thus, it can be concluded that there was a significant difference between the score in pretest and postes before after using dictogloss technique for students' listening ability in terms of content. It means that H1 was accepted while H0 was rejected.

The use of dictogloss tehnique was effective in improving students in improving students listening ability'. It was proved by looking at the mean score of the students in Pre-test were 57, 42 and Post-test which to be 67, 24. Besides, the

hypothesis test (t-test) that indicated that there was sig. (2-tailed) 0,000 lower than

the level of significance (a) = 0, 05. Thus, it can be

concluded that there was a significant difference between the score in pretest and postes before after using dictogloss technique for students' listening ability in terms of content in It was meant that H1 was accepted while H0 was rejected. So, it could be assumed that there was a significant the use of dictogloss technique in improving students' listening at the eigth grade of SMPN 1 SUNGGUMINASA

A. Suggestions

Based on the research, gives some suggestions as follows

1. Using Dictogloss Tachique is suggested as one method to be applied in English teaching learning process at the eigth grade of SMPN 1 SUNGGUMINASA , particularly in the attempt to improving the students' listening ability.

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Appendix I

Table 4.3 Descriptive Statistics Pre-test in terms of Setting

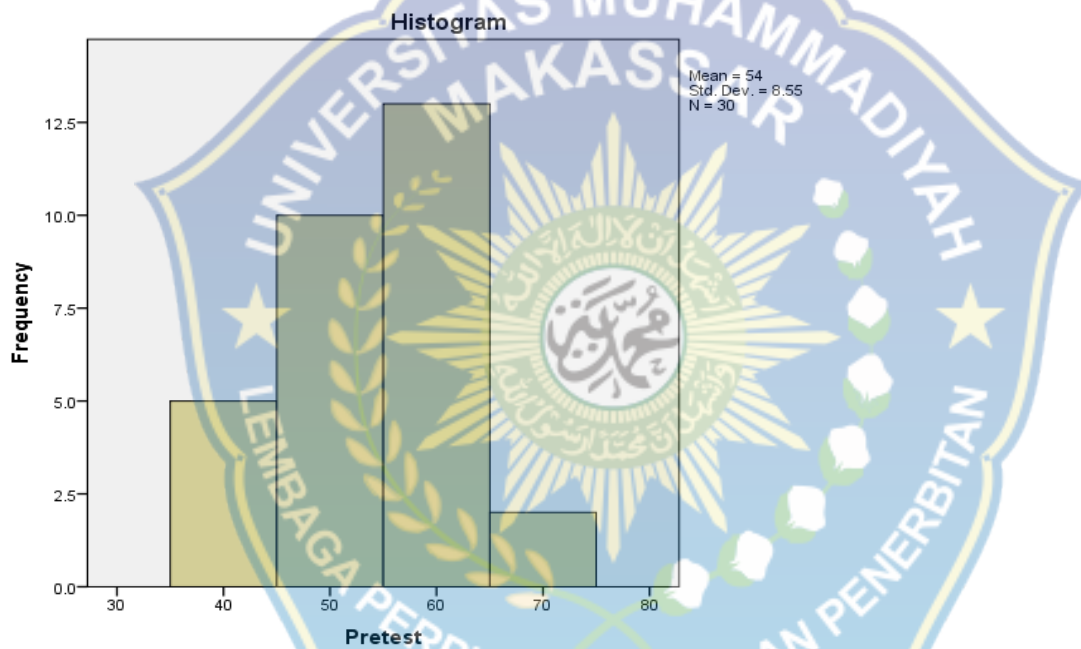|	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	30	40	70	54.00	8.550
Valid N (listwise)	31					

Figure 4.3 the Frequency of Pre-test in terms of Setting

Table 4.4 Descriptive Statistics Post-test in terms of Setting

	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	40	40	80	60.00	8.408
Valid N (listwise)	31					

Appendix II

Table 4.5 Descriptive Statistics Pre-test in terms of Problem

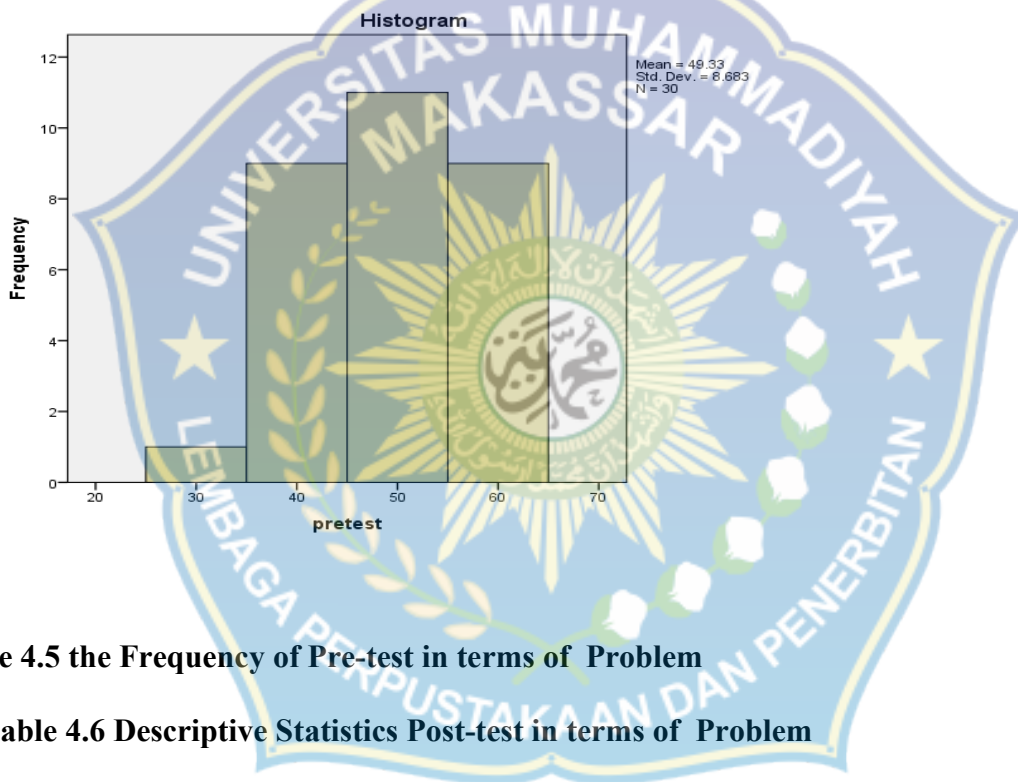|	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	30	30	60	49.33	8.683
Valid N (listwise)	31					

Figure 4.5 the Frequency of Pre-test in terms of Problem

Table 4.6 Descriptive Statistics Post-test in terms of Problem

	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	30	40	70	61.67	7.915
Valid N (listwise)	31					

Appendix III

Table 4.7 Descriptive Statistics Pre-test in terms of Solution

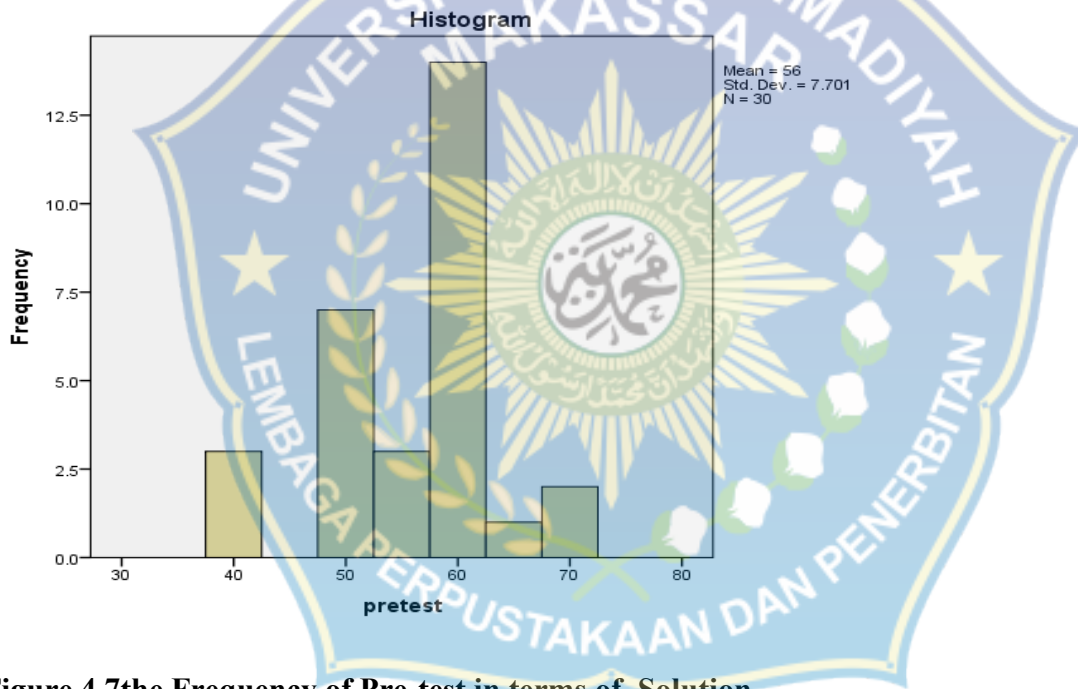|	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	30	40	70	56.00	7.701
Valid N (listwise)	31					

Figure 4.7the Frequency of Pre-test in terms of Solution

Table 4.8 Descriptive Statistics Post-test in terms of Content solution

	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	30	50	80	67.00	7.611
Valid N (listwise)	31					

Histogram

Mean = 67
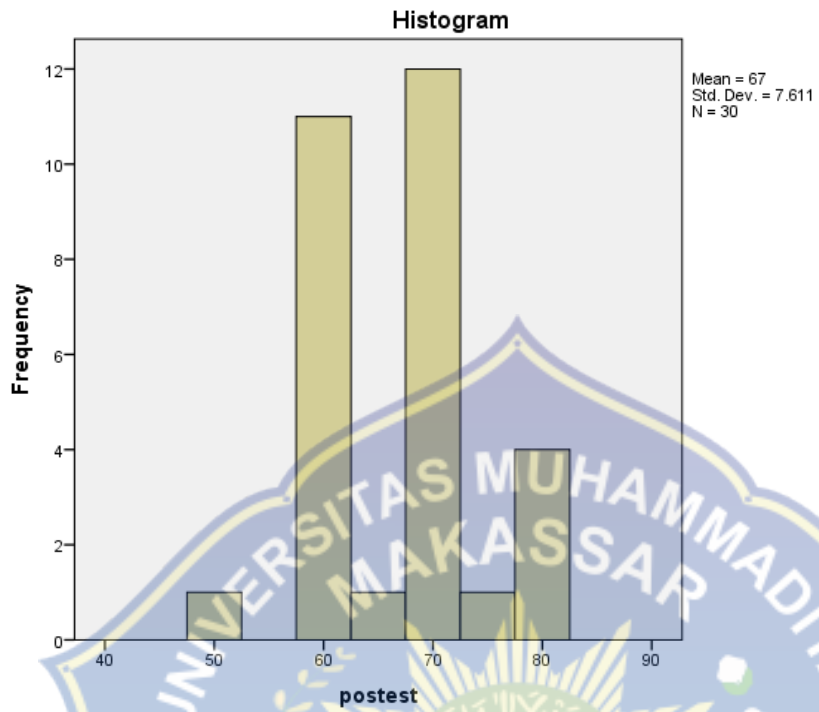Std. Dev. = 7.611
N = 30

Figure 4.8 the Frequency of Post-test in terms of Content solution

Appendix IV

Table 4.9 Descriptive Statistics Pre-test in terms of Content Moral of story

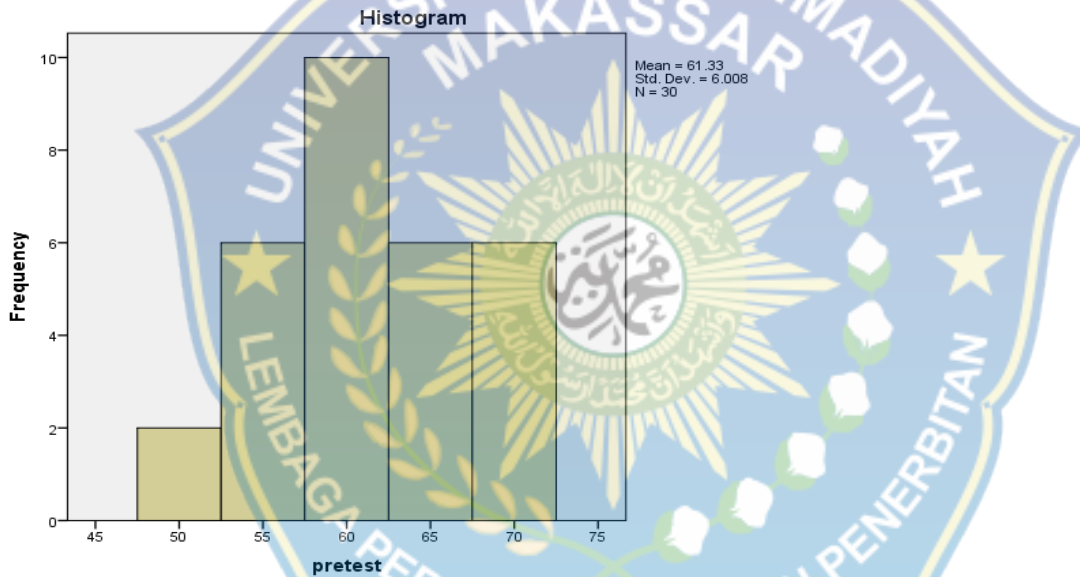|	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	20	50	70	61.33	6,008
Valid N (listwise)	31					

Figure 4.10 the Frequency of Post-test in terms of Content Moral of story

Table 4.10 Descriptive Statistics Post-test in terms of Content solution

	N	Range	Minimun	Maximun	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	31	20	60	80	70.33	7.184
Valid N (listwise)	31					

CHAPTER I

INTRODUCTION

A. Background

Dictogloss Technique is a classroom dictation activity where learners are required to reconstruct a short text after listening and noting down key words. Dictogloss is often regarded as a multiple skills and systems activity. Learners practise listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task. Furthermore, the students are also Participate in process learning purposed to get feedback about method in the material for running well . In order to achieve those important goals, the teacher should be successful enough in making the students understand the material.

In Dictogloss Technique, a short text was read at normal speed to a class of learners who jot down familiar words as they listen. At the end of dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very inchohesive "battered text". In small groups, the students then combine their then produce a short text from the discussion comparison.

The dictogloss technique had many benefit for the students. This listening activity could built students' motivation to study by "coopetisi" (cooperative and competition) activity. cooperative is to teach students the skills of cooperation and collaboration then Competition is, in general, a contest between two or more, individuals, for territory, a niche, for scarce resources, goods, for mates, for prestige, recognition and profit The students can be trained to worked together in

a group, so that their sense of togetherness is built, and they are comfortable to do their activity. In the while and post activity, students worked individually to built self-confidence and responsibilitys. Therefore, Dictogloss Technique is interesting method to apply in learning process

Listening is a language receive through the ears. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Research shows that 45% of our time is spent on listening. We listen more than speak.If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills. in classroom context the teacher must teaching how to be good hearing

Several researches have discussed about Dictogloss Technique Dista (2015). implemented dictogloss in order by preparing the topics noticing stage activiting stage,checking stage, writing stage. starting from 1 in which the teacher preparing learners for the topic via storytelling, listening for the first time and whole class discussion, 2. Noticing stage: this is applied by learners when they take notes while and after listening to the text for a second time at normal speed for reading aloud, 3. Activity stage: this is when learners work together in small groups to recreate texts based on what they remember of what they heard, 4.

Checking stage: this is used to analyze and compare the various written versions in a whole class setting, and to check if they are on the right track, 5. Writing stage: this is specially implemented to give the learners the opportunity to produce a similar text individually and demonstrate what they have understood about the reading

Takahiro. (2014), In his article title, *"Improving listening skills and motivation to learn English through Dictogloss.* implementaed the procedure of using dictogloss through Listening Step 1 While the teacher reads the text aloud once at a normal speed, the participants listen but do not write. The text is a summary of the news they have already comprehended and includes important words and expressions from the news. The text consists of four or five sentences and has approximately 70 words, Step 2 The teacher reads the text again at a normal speed and the participants take notes. They are expected to get the meaning of the text instead of writing down every word spoken. Step 3 The participants work in pairs to reconstruct the text in full sentences. The reconstructed text retains the meaning of the original text but is not necessarily a word-for-word copy of the text read by the teacher. Step 4 Several pairs read their reconstructed text to the class and other pairs listen and compare the text with their own reconstructed text. Step 5 The original text is provided to the participants and they identify similarities and differences in terms of meaning and form between their reconstructed text and the original and write down what they have noticed.

Other studie done by Azmi (2014). entitled *Using The Dictogloss Technique To Enhance Listening Ability*.The implemented of this study as follows Listening stage 1.The teacher introduces a topic and related vocabulary. This can be done using a variety of techniques in open class discussion, group brainstorming, question and answer session, predicting text content fromictures or vocabulary. The important thing is that the learners are engaged with the topic and hopefully become interested in it. notes that preparation stages are essential in listening task, 2. Providing a context helps learners to prepare for the kind of information, lexis and ideas they are about to engage with. Once learners know the context for something, they will be able to predict possible content and are more likely to engage with the text 3..After the second reading learners reconstruct the text using the notes they have made in stage two of the dictation 4.Finally, they compare the text they have written with that of their friends. This is the feedback in the process

The last reference fromAsrobi, Maman, and Amni. (2017). In their article entitled "*The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners." Voices of English Language Education Society* .The implemented of this study as follows,the teacher tells the students the topic that will they listen and then the students ask the teacher some vocabularies related to the topic that was given. Second, the students do listening process. because the students know the topic and difficult vocabulary, so they will eazy do the listening process. learners may need to hear the recording several times. The first time, the students

are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. As inexperienced learners tend to try to write down everything, teachers should emphasize that they should focus on key words only that will help them with the reconstruction of the text. Third, reconstruction, Reconstruction is the central part of the dictogloss listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text

The previous researches above have concentrated using Dictogloss Technique in improving student listening ability. previous this researches contributes to the development of the participants' listening skills and the increased motivation. Using Dictogloss Technique can be effective since the students learn how to do reconstruction and inquiry processes when they rebuild the texts based on their own knowledge and using their own words eventhough some differences are available like as in Dista (2015) article this focus on demonstrate what they have understood about the reading, Takahiro. (2014) we tried to provide language and content in an integrated way as much as possible. Azmi (2014) compared the text they have written with that of their friends.

A treatment was given through Dictogloss Technique method to measure whether this method was effective to improve students Listening ability.This treatment will be conducted during six weeks on different places and times, where face to face meeting do in the classroom . the researcher is interested in

carring out a research entitledof "Using Dictogloss Technique To Improve The Student's Listening Ability." of **SMP AISYA PACINONGAN**

B. Research Problems

Based on the background above, the research question is formulated as follows:

1. Can dictogloss technique improve students' listening ability ?

C. Research Objective

The objective of this research is to find out whether or not the students' listening ability can be improved by using dictogloss strategy at students of class VII **SMP AISYA PACINONGAN**

D. The Significances of theResearch

The significancesof the research are expected to be using for:

a. Teacher

Provide information to teachers about Using Dictogloss Technique To Improve The Student's Listening Ability. Dictogloss method can help for teachers to heir teaching process.
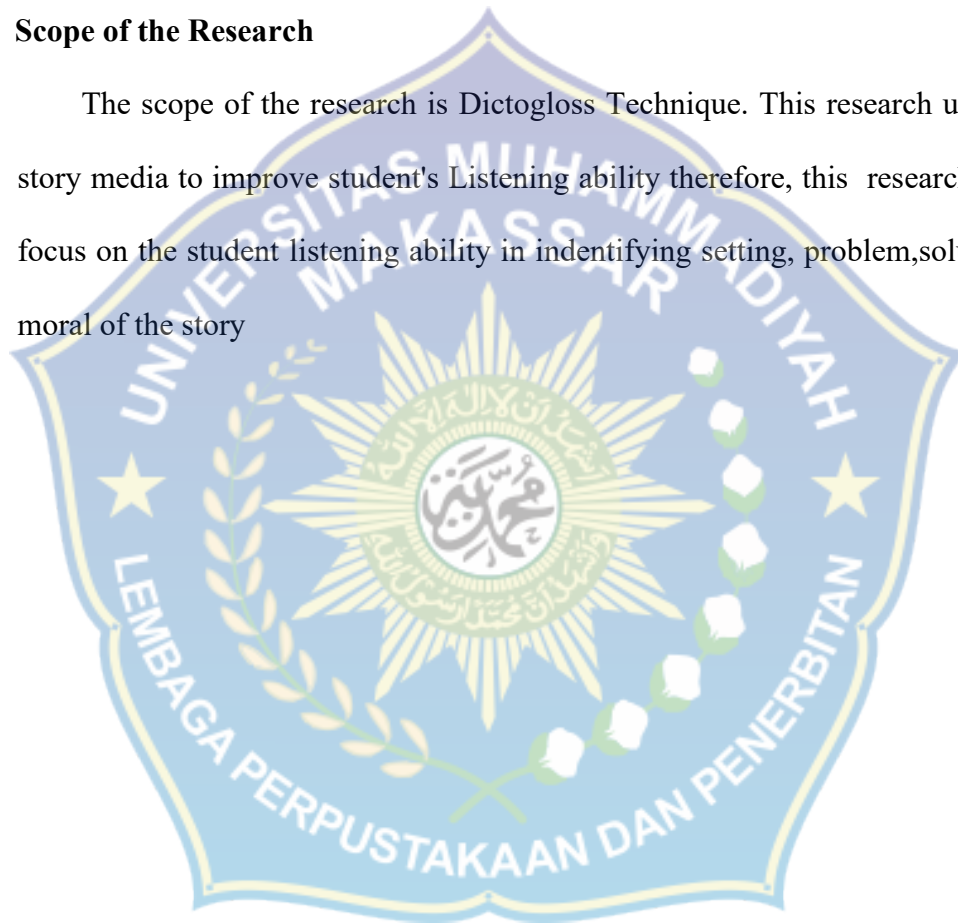
b. Students

Provide early information to students about Dictogloss Technique Method and provide information that Dictogloss Technique Method can give them insight how and improve their Listening Ability

c.   Researcher

The result of this research is expected provide as information to the resarchering experience, knowledge in research on education and English teaching, especially for Listening Ability in using dictogloss technique

E. **Scope of the Research**

The scope of the research is Dictogloss Technique. This research uses short story media to improve student's Listening ability therefore, this research will be focus on the student listening ability in indentifying setting, problem,solusionand moral of the story

CHAPTER II

REVIEW OF RELATED LITERATURE

1. The Concept of Dictogloss Technique

a. Definition of Dictogloss Technique

Moreover, according to Wajnryb (1990) dictogloss is classroom activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It will take in some steps. For the first, the students get the warm up, dictation, analysis/ correction, and reconstruction. From the audio, the students will get the main point of the text. Then, they can write down some key words. The last, they can reconstruct tye text using their own word.

Thornbury (1999: 82) stated "Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing them text from memory and then comparing it with the original". Thus, although the basic

There are 5 types of dictation as follows:

1. Partial (sometimes known as cloze)

Most of the dictations are partial dictations where words, phrases, or chunks of language have been deleted, and students are required to listen and write down the missing words.

2. Pair (sometimes known as mutual)

This dictation requires students to work in pairs to combine two-part texts into one continuous piece. One student has a copy of dictation "Student A," and the other has dictation "Student B." Each student has half of the text. They should not look at each other's sheets. Student A dictates and Student B writes, then B dictates and A writes, and so on until the story is complet

3. Dictogloss

In this kind of dictation, the focus is on getting the gist or main idea of a sentence or short paragraph.

4. Prediction

Prediction lessons come in two parts. The first part focuses more on reading skills and grammar. The students are required to work in pairs, reading the passage and predicting (or guessing) what should be in each blank space.

5. Note Taking

Note taking activities require students to write down Information they think is important for the discussion that follows. Students should compare their notes to a partner's to be sure they caught the pertinent information. When this is accomplished, they are able to discuss the issues that follow.

b. **The Concept of Dictogloss Technique**

In dictogloss technique, learners hear an extended passage, perhaps two minutes long, on a relative complex exposition or story. The passage deliberately contains complicated facts, difficult vocabulary and structures, and more information than can be recalled. The learners do not take notes. The teacher read a passage at a normal speed to learners who listen and write down as many words as they can identify. The teacher may read the paragraph once at normal speed while the students just listen; then the teacher can read it again with longer pauses between sentences if necessary. Following the hearing of the passage, the learners are asked to reconstruct the passage as completely and as accurately as they can. In this kind of dictation, the students should focus more on the meaning of the paragraph than on the individual sentences; they are not expected to get everything word for word.

Then they collaborate in small groups to reconstruct the text because of the fragments, which they have written down. For teaching purposes, the passage can be read again after each group has constructed their passage. Indeed, the entire cycle can be repeated. This version of dictation focuses initially on inclusion of ideas and gradually focuses on detail

c. **The Purposes of Dictogloss Technique**

☐ To introduce keywords at the beginning of a work sequences

☐ To encourage students to focus on meaning when listening a text

☐ To develop effective listening

☐ To develop proof reading and editing strategies

☐ To provide an authentic opportunity for cooperative learning

2. **Concept of Listening**

   1. Definition of Listening

   According to *Oxford Advanced Learner's Dictionary 6th Edition,* listen means to pay attention to somebody/something that you can hear. Based on this definition, it can be concluded that listening is a process of transferring information from an oral/spoken language. According to Doyle (2005) there are seven stages process of listening namely hearing, selecting, attending, understanding, evaluating, remembering and responding.

2. The purposes of listening

Listening is different with hearing. Listening is following the sound and understanding the meaning of the sound. On the other words, it can be described that listening is hearing with a purpose. When we listen to somebody or listen to conversation on television/radio, we actually try to absorb the meaning or ideas. So it can be concluded that the purpose of listening is trying to catch the meaning or understanding the ideas (buck, G. 2001).

3. View of Listening

Listening can be defined as "The process of understanding speech in a second or foreign language." (Richard and Lockhart, 1994). It is "The ability to identify and understand what others are saying. This involves understanding a speaker"s accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says." (Howatt and Dakin, as quoted in Nunan and Miller (2002). In conclusion, listening is receiving the transfer of images, impression, thoughts, beliefs, attitudes and emotions from the speaker.

4. Kinds of Listening

Harmer (2003) says, students can improve their listening skills – and gain valuable language input – through a combination of extensive and intensiv

listening material and procedures. In line with it, McDonough and Shaw (2003) state there are two basic and quite standard in listening skill, namely „extensive" and „intensive" listening.

    a.   Extensive Listening

Extensive listening is mainly concerned to promote overall global comprehension, and encourages learners not to worry if they do not grasp every word. Extensive listening will usually take place outside the classroom.Material for extensive listening can be found from a number of sources, instance putting pictures in correct sequences, completing a grid, answering true or false, etc.

    b.   Intensive Listening

Intensive Listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatics units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.

The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test (Cohen in Rost,

2002: 138) because it involve listening, vocabulary, grammar, and the ability to make inferences from context.

c. Interactive Listening

Interactive Listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development. Interactive Listening is a key component of listening ability, it can be developed through collaborative speaking tasks that focus primarily on meaning but also entail negotiation of linguistic form

3. Listening Comprehension and Dictogloss Technique

Listening refers to listen for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening is not intensively called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.
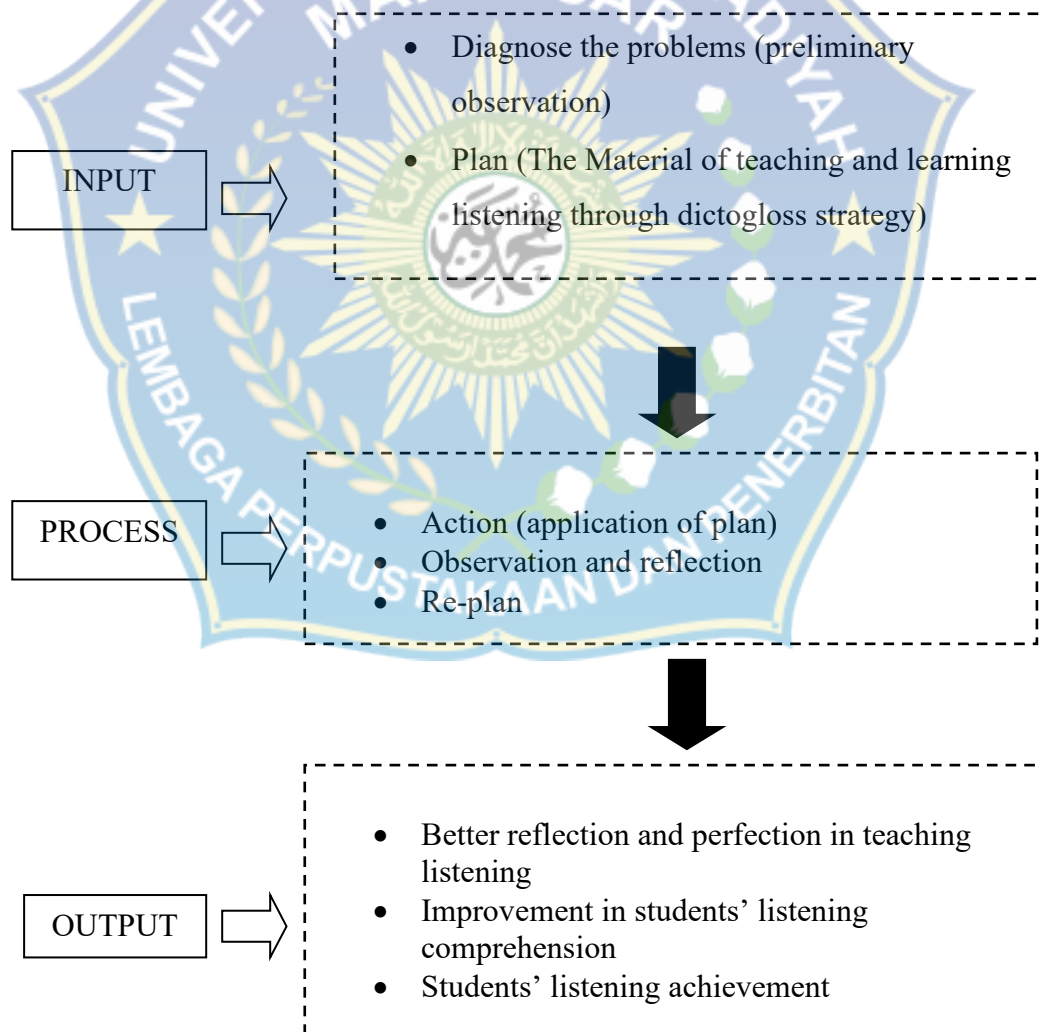
The prototypical listening activity is dictation, the transcription of the exact words that the speaker utters. Dictation is often claimed to be an excellent integrative test (e.g. Cohen, 1994; Buck, 1992) because it

involved listening, vocabulary, grammar and the ability to make inferences from context, quoted by Rost (2002).

a. **Informative Listening**

Informative listening is the name we give to the situation where the listener's primary concern is Conceptual Framework

The theoretical frame work in this research is shown in the diagram as follows:

```
┌──────────┐        ┌──────────────────────────────────────────┐
│  INPUT   │ ═════▶ │  • Diagnose the problems (preliminary     │
└──────────┘        │    observation)                           │
                    │  • Plan (The Material of teaching and      │
                    │    learning listening through dictogloss   │
                    │    strategy)                               │
                    └──────────────────────────────────────────┘
                                        ⬇

┌──────────┐        ┌──────────────────────────────────────────┐
│ PROCESS  │ ═════▶ │  • Action (application of plan)            │
└──────────┘        │  • Observation and reflection              │
                    │  • Re-plan                                 │
                    └──────────────────────────────────────────┘
                                        ⬇

┌──────────┐        ┌──────────────────────────────────────────┐
│  OUTPUT  │ ═════▶ │  • Better reflection and perfection in     │
└──────────┘        │    teaching listening                     │
                    │  • Improvement in students' listening      │
                    │    comprehension                          │
                    │  • Students' listening achievement         │
                    └──────────────────────────────────────────┘
```

Input   : Refers to the material in the form of dictogloss that are given to the students and focus on lesson plan formation to related about dictogloss tenique that's like strategy and prepare on teaching english

Process   : Refers to listening activities during treatment process. this is part using lesson plan and focus on observation about tenique dictogloss in classroom

Output   : Refers to student's achievement in understanding English text. the last part we can see the result all about obsevation and technique

D. Testing Hypothesis

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hyphotesis (H_1):

   In this research the alternative hyphotesis (H_1) said that Dictogloss Technique is effective in improving students' writing competence.

2. Null hypothesis (H_0):

In this research the null hyphotesis (H_0) said that Dictogloss Technique not effective in improving students' writing competence

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies Pre-Experimental design using a quantitative approach. The research wants to measure the effectiveness of Dictogloss Technique to improve listening ability . Therefore, in this research, the researcher just takes one class to use pretest and posttest design to know the result of treatment. The design is represented as follows:

$$O_1 \times O_2$$

Adapted from Emzir (2014:97)

Explanation:

O_1 : Pre-test (Before Treatment)

X   : Treatment

O_2 : Post-test (After Treatment)

In this study, the researcher will find the effectiveness of using Dictogloss Technique to improve listening ability at students of class VII SMP AISYA PACINONGAN . The effectiveness is known after finding out the significant difference between the students' achievement before teach using Dictogloss Technique and those are teaching after using Dictogloss Technique comparing pre-test and post-test score.

B. Population and Sample

   1. Population

        The researcher defines the population before deciding the class as sample, including. The population of this research is the Students at at students of class VII SMP AISYA PACINONGAN academic year 2018/2019 that consisted of 30 students.

Table 3.1: Total number of the students

Class	Major	Number of the students
VII	VII.A	25

Source: Staff of VII SMP Aisya Pacinongan Academic Year 2018/2019

   2. Sample

        The researcher will use a purposive sampling technique taking one class which has low average score in writing. So, this class will be given a treatment in order to improve their listening competence.

C. Research Variable

Related to the variable, there are two variables in this research, namely the dependent and independent variable, those are:

   1. Dictogloss Technique as an independent variable

   2. Students' listening Competence as a dependent variable

D. Procedures of Collecting Data

The procedure of collecting data as follows:

1. The first, the researcher will give pre-test to the students

2. The second, the researcher will give treatment during six meetings with using blended learning model.

3. After giving treatment, post-test is given to the students

4. Then, the researcher compare the result of those test; pre-test and post-test.

E. Research instruments

The instrument of this research is a listening test. It is givin in pre-test the and post test listen to a short story . The test is a listening test wg\hich is used to find out the student listening ability. The story given in pre test is different from the story given post test.Both test will be given through multiple choice test

Technique of Data Analysis

The study apply listening test that was used to analyze the score of students. The writer also apply interview sheet, diary notes to describe the improvement students" listening comprehension by using the technique during the teaching process. It would be expected to get the satisfying result.

APENDIX V

LESSON PLAN

Level	: Junior High School
Subject	: English
Class/Semester	: VII
Material	: listening short story (Fable)
Time Allocation	: 6 Meeting

I. Standar Kompetensi

1.1 Membaca

Memahami makna teks fungsional pendek dan teks tulis esei berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

I.2 Menulis

Mengungkapkan makna dalam teks tulis monolog yang berbentuk *narrative* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

II. Kompetensi Dasar

II.1. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*

II.2. Mengungkap-kan makna dan langkah retorika da-lam teks mo-nolog dengan mengguna-kan ragam bahasa tulis secara aku-rat, lancar dan berteri-ma dalam konteks kehi-dupan sehari-hari dalam teks berben-tuk *narrative*

Mengungkap-kan makna dalam keyword yang di tulis dengan mengguna-kan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehi-dupan sehari-hari dalam teks berben-tuk *narrative*

III. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Mengidentifikasi makna kalimat dalam teks yang dibaca - Mengidentifikasi tokoh dari cerita yang didengar - Mengidentifikasi kejadian dalam teks yang didengar - Mengidentifikasi keuntungan dari suatu kejadian - Menghasilkan teks berbentuk *Narrative*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

IV. Tujuan Pembelajaran:

Siswa dapat menindetifikasi indentifying setting, problem,solusion and moral of the story

V. Materi Reguler

Tema :

The Peachock And The Crane

Fungsi sosial

Mengenalkan, mengidentifikasi kata

Struktur teks

. The Peachock And The Crane

Once ,there was beautiful peacock in the woods."Wow ,peacock! you feathers are so beautifull !"colorful and shiny. Aren't they gorgeous?"yes, they are. i wish i could have colorful feathers just like you. "haha only i., dont even dream about it. " what a show off!

The peacock went to the riverside for some water . "who is that ? a long neck and cool legs. looks quite elegant, but i dont like the feathers though. Hi ..who are you? I've never seen you around. " i'm crane. " a crane huh? i'm peacock i've feathers they are shiny and gorgeous" "oh .right. they look good. "oh . the crane walked along river.She wasn't even suprised! "look at all these color of the raimbow .gray and dusty! "yes, you are very beautiful. but i dont envy you at all. " What? dont lie? how could you not envy these beautifull feathers.

I can fly into sky with my wings, i travel around the world and go whatever i want ." oh i see. What can you do with your feather . Groming and showing off. what else can you do? it seens you look good on the outside but not inside. the peacock felf so ashamed,he folded his feathers.

VI. Media, Alat, dan Sumber Pembelajaran
1. **Media**
   - Video
   - paper and pen

2. **Alat**
   - Spidol
   - Speaker

3. **Bahan**

Dictogloss Technique dengan tell story dan tentang text narative seperti Fable, Folk tales dan Fairy tals

VII. Sumber Pembelajaran
   - Buku Pegangan Guru : LKS siswa,Buku paket
   - Sumber dari internet:
     - Youtube

VII. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1 (Pertama) (1 Jam Pelajaran/45 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	
Inti	**Scientific Approach** **Langkah 1 : Mengasosiasi** o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita **Langkah2: Mengomunikasikan** o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio	45 menit
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Penugasan:

1. Where is beautiful peacock come from?
   A. Zoo
   B. wood
   C. house
   D. garden
2. Why the peacocks are so arrogant ?
   A. becauese his have beautiful feather
   B. because his have everything
   C. because his hate all the bird

D. because his always feel sad

3. Why did the crane don't envy you at all?

   A. Because he   could fly into sky with her wings
   B. Because he wanted to cheat the peacock
   C. He wanted to eat some in river
   D. He was afraid of the current of the river

4. How many bird were there in the story above?
   A. Three bird
   B. . Two bird
   C.   four bird
   D.   Not mentioned

5. i wish i could have colorful feathers just like you," The underlined word has closest meaning with ....

   A. hope
   B. dream
   C. imagination
   D. broken

6. How was the end of the story?

   A. a the peacock felf so ashamed,he folded his feathers.
   B. the crane don't envy with peacock's feathers
   C.   the crane can fly into sky with my wings, i travel around the world
   D. The peacock went to the riverside for some water

7. Where do you think the story happened?

   A. In the river
   B. In the park
   C.   In the wood
   D.   In the zoo

8. the crane walked along river.She ..... even suprised! " paragraph 2
   A. will not
   B. are not
   C. was not
   D. can not

9. what the crane say make the peacock mindful
   A. *"What can you do with your feather ?. Groming and showing off.*
   B. " never seen you around"!
   C. "a long neck and cool legs"
   D. "oh .right. they look good. "

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

10. the text we can learn that about ?
    A. because arrogance will keep you away from friends
    B. . Beauty from the heart is true pretty
    C. We have to respect pet owner
    D. We have to imitate others		

Pertemuan II (Kedua) (1 Jam Pelajaran/45 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 menit

Inti	*Scientific Approach*
	Langkah 1 : Mengasosiasi
	
	   o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita
	   o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita
	
	Langkah2: Mengomunikasikan
	
	   o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio
		45 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Penugasan:

The lion and the mouse

   A long, long time ago a little mouse was playing and messing around in wood . He was making a lot of noise and all of a sudden he woke up the lion, the king of the animals. "How dare you wake me up?" the lion roared, "I'm going to eat you all up!" And with that he placed his big paw upon the mouse's tiny body, so that the poor frightened little mouse couldn't move. "Please, forgive me, oh, King of the animals! I didn't mean to wake you up. I was just playing! If you let me go now, maybe I can help you one day!" the mouse squeaked.This made the lion roar with laughter. "You? Help me? Ha ha ha. You are so small, how could you help me?!" And with that he changed his mind, "Alright, I will let you go, because you would be such a tiny morsel anyway!"

A few months later the lion was prowling around, taking care of his majestic duties, when he got caught in a trap.He struggled to get free, but the more he tried to free himself, the more he got tangled in the net.Luckily, the same little mouse was passing by and saw what had happened. The king of the animals was in trouble!

Happy to finally be able to help the lion, the mouse rushed to his aid and started gnawing through the ropes."I didn't believe you would be able to help me, but I was wrong," said

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

the lion, when he was set free by the little mouse. From that day on, the lion and the mouse became good friends

1. where is the little mouse was playing?
    A. in the wood near of lion
    B. in the river
    C. in the castle
    D. in the zoo

2. what the make it the lion want to be mouse friend?
    A. because the mouse has been to help the lion
    B. because the mouse apologize
    C. the lion need friends
    D. Because the lion hungry

3. Why did the lion don't wake up ?

    A. Because the lion hungry
    B. Because he wanted to cheat the mouse
    C. He wanted to eat some in river
    D. beacause the mouse doesn't mean to wake you up. he was just playing

4. How many character were there in the story above?
    A. Three
    B. Two
    C. four
    D. Not mentioned

5. " the lion roared, "I'm going to eat you all up!" ," The underlined tenses has meaning with ....

    A. the lion happy
    B. the lion was sad
    C. the lion was angry
    D. the lion was ill

6. From the text we a can learn that…

    A. We have to follow others
    B. We have to respect pet owner
    C. We have to imitate others
    D. don't underestimate the good around you

7. How was the end of the story?
    A. From that time on when the mouse help to lion , the lion and the mouse became good friends
    B. . beacause the mouse doesn't mean to wake you up. he was just playing

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

	C. Because the lion hungry
	D. Because he wanted to cheat the mouse
	
	8. Where do you think the story happened?
	
	   A. In the river
	   B. In the park
	   C. In the wood
	   D. In the zoo
	9. the lion roared, "I'm ....to eat you all up!(paragraph 1)
	   A. go
	   B. went
	   C. gone
	   D. going
	10. what the lion say when his release the mouse
	   A. "I will let you go, because you would be such a tiny morsel anyway!"
	   B. Please, forgive me, oh, King of the animals!Mouse said
	   C. " the lion roared, "I'm going to eat you all up!"
	   D. The lion roared, "I'm going to eat you all up	

Pertemuan III (Ketiga) (2 Jam Pelajaran/80 menit)

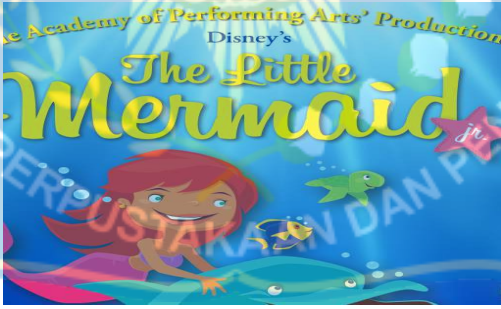| Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Inti	*Scientific Approach* **Langkah 1 : Mengasosiasi** o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita **Langkah2: Mengomunikasikan** o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio	45 menit
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Penugasan:

Snow White

A Far away,there is princess in a big castle. She is very pretty her name is show white. show white growps up. she is kind and nice even the squirrels and bird love her. One day , the queen dies so the king marries a new quen but she is witch.The new queen has magic mirror, she asks "Mirror who is the most beautiful?" Snow white the most beautiful".

The queen is jealous. she tells a hunter, Take her into forest and kill her! But he hunter doesnt kill her. show white finds the small house. She is verry tired so she goes into house and falls asleep. The owner of the house come home. they are seven dwarves, show white tells her story . They say " poor princess, live with us ."

The queen asks again ."Mirror who is the most beautiful? Snow white the most beautiful answer the mirror.The queen is angry, she makes a poison apple. Then queen dresses like

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

	apple seller and she goes to show white, she say," eat this delicious apple". Snow white eats it and falls. the drarves cry for her" snow white wake up". The handsome prince come, the prince picks show white and the apple falls out of her mouth. the dwarves shout, horee! show white alive. the prince say " will you marry me? yes my prince , they marry and live happily ever after
	
	1. Where did Snow White live after she ran away to the woods?
	   A. in a big castle
	   A. in the city
	   B. in the hospinal
	   C. in the school
	2. Why did the quen want kill snow white?
	
	   A. Because the queen jealous with snow white
	   B. Because she want the castle
	   C. because the mirror say
	   D. beacause snow white is princess
	
	3. Why did the king married with the wicth?
	
	   A. Because the king need two queen
	   B. Because he want the castle
	   C. because snow white mother passed away
	   D. beacause snow white is princess
	
	4. " The queen is angry, <u>she makes a poison apple!"</u> ," The underlined word has closest meaning with ....
	
	   A. the queen had planing
	   B. the queen is angry
	   C. the queen is happy
	   D. the queen was ill
	
	5. the text we learn that…
	
	   A. Beauty from the heart is true pretty
	   B. We have to respect pet owner
	   C. We have to imitate others
	   D. Don't underestimate the good around you
	
	6. How was the end of the story?
	
	   A. Seven dwarves cry
	   B. Snow white eating apple
	   C. the prince come
	   D. the prince marry with snow white and they were live happily ever after	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

7. Where do you think the story happened?
 	
   A. In the castle
   B. In the park
   C.   In the forest
   D.   In the zoo
8. what the snow make her wake up from magic
   A. When the prince come
   B. when the queen give apple
   C. when the drawves come for working
   D. when her run from castle
9. she ..... a hunter, Take her into forest and kill her!
   A. told
   B. talk
   C. tells
   D. goes
10. where is snow white life when her left the castle?
   A. river
   B. at school
   C. the drawves home
   D. at city		

Pertemuan IV (Keempat) (1 Jam Pelajaran/45menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Inti	*Scientific Approach*
	Langkah 1 : Mengasosiasi
	
	  o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita
	  o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita
	
	Langkah2: Mengomunikasikan
	
	  o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio
		45 menit

Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Penugasan:

THE LITTLE MERMAID

Deep inside the sea there lived a little mermaid she was a princess who loved to see he outside world. One night , she visited the seaside the mermaid went up to the surface she was so excited to see a big ship " How Fanstastic ! in the sky. the sparking light were bright. people in the ship was sing and dancing . the pinces was plying with the funny dog. "How handsome he is! thought the mermaid. Suddenly, a big storm came up and ship was broken down , "oh no !he is in danger!shouted the mermaid.

she swam to the prince dying in the sea. She took him to the seashore.and she laid him down, Soon a lady passed by the seashore and the mermaid hid herself behind the rock . the prince wake up and saw the lady .he said " thanks you for saving my life. the lady took

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

the princes to his palace. the mermaid could not forget about the prince i wish i had human legs , thought the mermaid. The mermaid visited the sea witch she said, i want hemn legs". can you help me . " sure i can if you give me your voice. the mermaid promised to give the witch her voice and she finally got human legs the witch shouted" dont forget " if you dont marry the prince you will become bebbles. At the seashore the prince saw the mermaid the prince said " you look familiar " do i know you?the mwermaid wanted to say something but her voice was totally gone.Soon the prince took the mermaid to his palace in his palace, the mermaid was happy for a while however

One day the prince showed the mermaid a lady " i'm going to marry this lady. " once she save my life'. the mermaid was so sad. but she could not say anything. at niht the mermaid hear her sister, they were calling the mermaid from the sea. the mermaid went to ouside "kill the prince and save your life". the mermaid went into the prince room hes was sleeping peacefully she saw the prince and thought i can't kill the prince i would rather die! the next day the mermaid blessed the prince's wedding then . she jumped into water. soon,she became bubbles in the sea but her beautiful heart rested in peace in heaven

1. Where is the mermaid come from?
    A. In the sea
    B. At city
    C. At wood
    D. At castle

 2. Where is the mermaid got human legs ?
    A. When saving the prince
    B. When her visite witch
    C. When her swim
    D. At castle

3. Why did the mermaid want kill the prince ?

    A. Because the mermaid jealous with the lady
    B. Because she want the prince
    C. Because for saving herslf
    D. Beacause mermaid is princess

4 Why did the prince want married the lady?

    A. because his think the lady save his life
    B. Because the prince love the lady
    C. Because thelady a part of the kindom
    D. because the lady want that

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

5. " She see a big ship " _How_ Fanstastic !!" ," The underlined word has closest meaning with

      A. touched
      B. shocked
      C. happy
      D. sad

6. the text we can learn that about

      A. Beauty from the heart is true pretty
      B. We have to respect pet owner
      C. We have to imitate others
      D. Don't underestimate the good around you

7. How was the end of the story?

      A. She jumped into water. Soon,she became bubbles in the sea
      B. Mermaid want kill the prince
      C. The prince sleeping in his room
      D. The prince marry with lady and they were live happily ever after

8. Where do you think the story happened?

      A. In the castle
      B. In the seashore
      C. In the forest
      D. In the zoo

9. the lady ..... the princes to his palace.(paragraph 2)
      A. take
      B. took
      C. taken
      D. told

10. what the prince say when his shows the lady at mermaid
      A. " i'm going to marry this lady. " once she save my life'.
      B. " sure i can if you give me your voice.
      C. "take my heart into your life
      D. i love you the lady

Pertemuan V (Keempat) (1 Jam Pelajaran/45menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 menit
Inti	**Scientific Approach** **Langkah 1 : Mengasosiasi** o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita **Langkah2: Mengomunikasikan** o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio	45 menit
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Penugasan:

<div align="center">

"Lutung Kasarung"

</div>

A long time ago in west Java there was a kingdom. The king was Prabu Tapak Agung. He had two beautiful daughters and no son. Purba Rarang was his first daughter, and Purba Sari was his second daughter. When the king was about to pass away he gave the throne to his second daughter, Purba Sari. Purba Rarang was very disappointed. She thought that she deserve to replace her father as the ruler. She discussed the situation with her fiancé, Indrajaya.

Then she got an evil idea. She asked a witch to cast a spell to Purba Sari. Soon after that Purba Sari had a strange skin disease. There were black dots on her skin. She also had skin rash. Consequently Purba Rarang had a reason to tell people that her sister had a great sin and she was cursed by god. She told her people that such a person did not qualify to be a leader.

After that she ordered the army to send Purba Sari to a wood and had her exiled there. The army then built a wooden house for Purba Sari in a wood. So Purba Sari lived in the wood. As there were many animals in the wood she got along with them well.

Her best friend was a black monkey. She called the monkey Lutung Kasarung. Lutung was very attentive and very kind to her. He gave fruits and vegetables to Purba Sari.Lutung Kasarung was not an ordinary monkey. He often meditates like human being. One night when there was a full moon he sat meditating. He was praying to God. Suddenly a spring emerged beside Lutung. It became bigger and bigger and finally it became a lake. The water was very clear and aromatic.

The next day Lutung came to see Purba Sari. He asked her to follow him. Lutung took her to the lake and asked her to take a bath. When Purba Sari took bath in the lake something strange happened. Her skin disease was gone and her smooth fair skin was back. Purba Sari was very happy and thankful to God.

Meanwhile Purba Rarang who lived in the palace wanted to see her sister. So she went to

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

the wood with her soldiers. She was very surprised when she saw Purba Sari was in good condition and looked beautiful. Her evil heart led her to find a way to beat her sister. Then she asked her sister to measure the length of their hair. The one who had the longest hair would win. Purba Sari's hair proved to be longer than Purba Rarang's.

Purba Rarang was very jealous to her sister. She thought hard to find a way to beat Purba Sari. Then she got another idea. She asked her sister to compare their fiancé. Purba Rarang was sure that she would win because Indra Jaya was very handsome. She was sure that Purba Sari did not have any fiancé. When Purba Rarang showed Indra Jaya, Purba Sari was confused. So she just appointed Lutung Kasarung as her fiancé.

Purba Rarang laughed out loud.

'So your fiancé is a monkey?'

Lutung Kasarung then sat on the ground. He was meditating and praying to God. Then amazingly he changed into a very handsome man. Initially Lutung Kasarung was a handsome man who was punished by God and became a monkey. After some years that day he got clemency from God and he became human being again.

Purba Rarang was very surprised. He had no choice but to accept that her sister was better than her. She asked for apology. Purba Sari gave her apology. After that they went back to palace. Purba Sari became the queen and married to Lutung Kasarung.

1. Where is The army building house for Purbasari?
    A. in the wood
    B. at castle
    C. at city
    D. at garden

2. Why lutung kasaring can became human being again
    A. Because his help purba sari
    B. Because he want
    C. Because he was meditating and got clemency from god
    D. Because efect to love purba sari

3. Why did Purba Rarang was very disappointed?

    A. Because the king pass away
    B. Because the king gave the throne to his second daughter, ""Purba Sari"
    C. Because she first daughter
    D. Beacause she is princess

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

	4 Where is lutung asked Purba sari for take a bath?
	
	    A. at forest
	    B. at castle
	    C. in the lake
	    D. at the zoo
	
	5. <u>He gave fruits and vegetables to Purba Sari!"</u> ," The underlined word has closest meaning with
	    A. Care
	    B. attentive
	    C. so sadly
	    D. disappointed
	
	6. the text we can learn that…
	
	    A. Beauty from the heart is true pretty
	    B. We have to respect pet owner
	    C. the most beautiful treasure is family
	    D. Don't underestimate the good around you
	
	7. How was the end of the story?
	
	    A. Purba Rarang was very surprised
	    B. . Purba Rarang has new plan
	    C. . Lutung Kasarung then sat on the ground
	    D. . Purba Sari became the queen and married to Lutung Kasarung
	
	8. Where do you think the story happened?
	
	    A. In the castle
	    B. In the seashore
	    C. In the wood
	    D. In the zoo
	
	9. why Purba Rarang laughed out loud.?
	    A. because purbasari fiancé is a monkey
	    B. because purba sari was cursed by god
	    C. because her want for laughed
	    D. because her feeling funny
	
	10. He .... two beautiful daughters and no son.(paragraph 1)
	    A. has
	    B. have
	    C. had
	    D. has not	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Pertemuan VI (Keempat) (1 Jam Pelajaran/45menit)		
Kegiatan	**Deskripsi Kegiatan**	**Alokasi waktu**
Pendahuluan	o Guru memberi salam (*greeting*); o Guru memeriksa kehadiran siswa; o Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; o Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; o Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; o Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; o Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 menit
Inti	***Scientific Approach*** **Langkah 1 : Mengasosiasi** o Membimbing siswa untuk menentukan setting,problem dan solution di dalam cerita o Membimbing siswa untuk menyebutkan nama karater yang ada pada cerita **Langkah2: Mengomunikasikan** o Membimbing siswa membuat paragraf singkat untuk mendeskripsikan kata berdasarkan keyword yang di dengar di audio	45 menit
Penutup	o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. o Guru memberikan tugas siswa. o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. o Peserta didik dan guru mengucapkan salam perpisahan.	

Penugasan:

Malin kundang

but Malin had already made up his mind, his mother had no other choice but to let her only child go

   This is a story about Malin Kundang. He was a boy from a very poor family who live with his mom. His father is a sailor but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slip off and hurt himself. The wound left a scar on his hand.

   When Malin grew up, he decided to go to the city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind. His mother had no other choise but to let her only child go.

   Malin was travelling by sea, so he came along with one rich merchant. He was hoping to become one of his crew and learn from that merchant. Malin went to anyplace wherever the winds took him. Soon he wil become a great succesful man.

   Many years has passed since then. Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village.On the other hand, Malin's mother was getting older. She missed her child so much that she had always wait for Malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was Malin at the moment she saw him.

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

What makes her so sure was because of the scar on his hand. But Malin deny her as his mother because Malin felt ashame to his wife and the crew, then he was gone.
Malin's mother was really upset then she started to curse him. On his journey Malin's ship began to shake and soon it turned into a stone, until now.

1. what malin mother decided about malin wants go to a city
    A. His mother had no other choise but to let her only child go.
    B. Forbid maling to go away
    C. She feeling happy
    D. She feeling sad

2. where is Malin was travelling by?
    A. Street
    B. Sky
    C. Sea
    D. Car

3. Why did Malin deny her as his mother?

    A. Because he think his mother pass away
    B. Because he a got beauty wife
    C. Because he has a rich merchant
    D. Because malin felt ashame to his wife and the crew,

4 . What makes her so sure was about the man is her son ?

    A. because of the scar on his hand
    B. Because a man like her son
    C. Because her very miss her son
    D. Because a rich merchat hs beauty wife

5. Malin's mother was really upset then she started to curse him.!" ," The underlined word has closest meaning with
    A. Care
    B. attentive
    C. so sadly
    D. disappointed

6. The text we can learn that…

    A. Beauty from the heart is true pretty
    B. The true love from mother is forever life
    C. The most beautiful treasure is family
    D. don't be a rebellious child to both parentss

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

	7. How was the end of the story?
	
	   A. Malin's mother was really upset
	   B. On his journey malin's ship began to shake and soon it turned into a stone
	   C. Malin felt ashame to his wife and the crew
	   D. Malin mother's is pass away
	
	 8. Where do you think the story happened?
	
	   A. In the castle
	   B. In the seashore
	   C. In the wood
	   D. In the ship
	
	  9. What happen when Malin has become a rich merchant?
	   A. he had forgotten his mother as well as the village
	   B. he forgotten his wife
	   C. he get a big ship
	   D. he get a grew
	
	 10. She ....it was Malin at the moment she saw him.(paragraph 4)
	   A. know
	   B. knew
	   C. care
	   D. respect	

1. Where is beautiful peacock come from?

    A. Zoo
    B. wood
    C. house
    D. garden

2. Why the peacocks are so arrogant ?

    A. becauese his have beautiful feather
    B. because his have everything
    C. because his hate all the bird
    D. because his always feel sad

3. Why did the crane don't envy you at all?

    A. Because he   could fly into sky with her wings

    B. Because he wanted to cheat the peacock

    C. He wanted to eat some in river

    D. He was afraid of the current of the river

4. How many bird were there in the story above?

    A. Three bird
    B. . Two bird
    C.   four bird
    D.   Not mentioned

5. i wish i could have colorful feathers just like you," The underlined tenses has closest meaning with ....

    A. hope

    B. dream

    C. imagination   D. broken

6. How was the end of the story?

    A. a the peacock felf so ashamed,he folded his feathers.

    B. the crane don't envy with peacock's feathers

    C. the crane can fly into sky with my wings, i travel around the world

    D. The peacock went to the riverside for some water

7. Where do you think the story happened?

    A. In the river

    B. In the park

    C. In the wood

    D. In the zoo

8. the crane walked along river.She ..... even suprised! " paragraph 2

    A. will not

    B. are not

    C. was not

    D. can not

9. what the crane say make the peacock mindful

    A. *"What can you do with your feather ?. Groming and showing off.*

    B. " never seen you around"!

    C. "a long neck and cool legs"

    D. "oh .right. they look good. "

10. the text we can learn that about ?

    A. because arrogance will keep you away from friends

    B. Beauty from the heart is true pretty

    C. We have to respect pet owner

    D. We have to imi

    E. tate others

1. where is the little mouse was playing?

   A. in the wood near of lion
   B. in the river
   C. in the castle
   D. in the zoo

2. what the make it the lion want to be mouse friend?

   A. because the mouse has been to help the lion
   B. because the mouse apologize
   C. the lion need friends
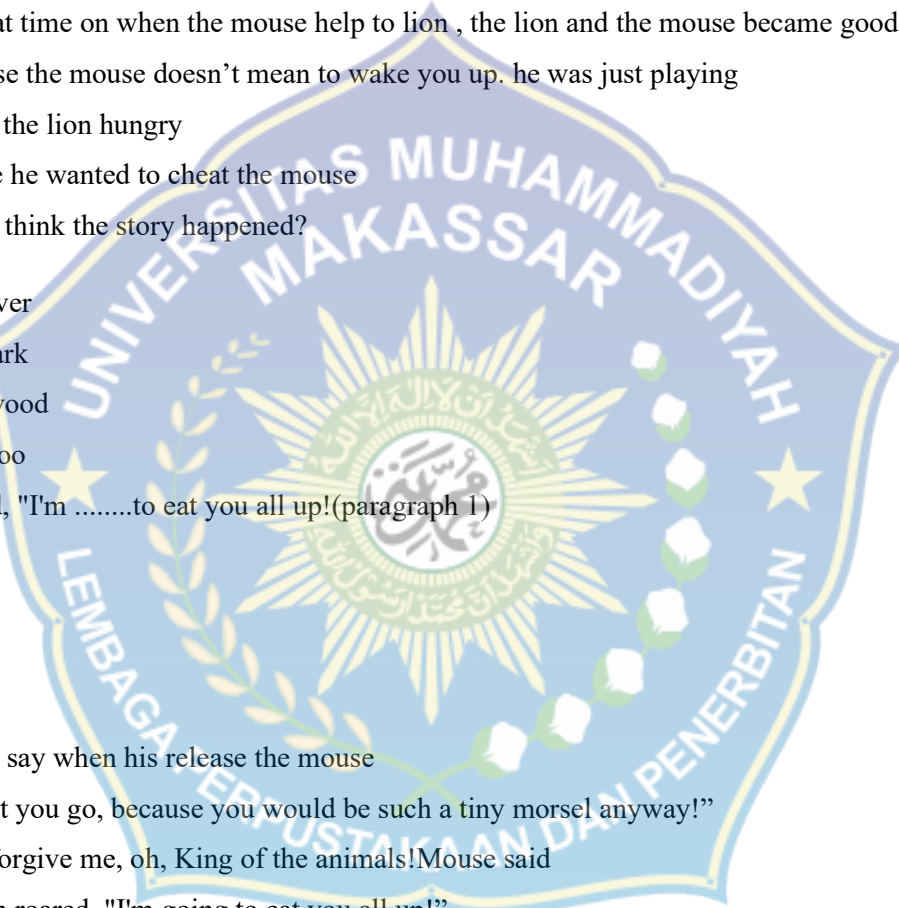   D. Because the lion hungry

3. Why did the lion don't wake up ?

   A. Because the lion hungry
   B. Because he wanted to cheat the mouse
   C. He wanted to eat some in river
   D. beacause the mouse doesn't mean to wake you up. he was just playing

4. How many character were there in the story above?

   A. Three
   B. Two
   C. four
   D. Not mentioned

5. " the lion roared, "I'm going to eat you all up!" ," The underlined tenses has meaning with ....

   A. the lion happy

   B. the lion was sad

   C. the lion was angry

   D. the lion was ill

6. From the text we a can learn that…

   A. We have to follow others

   B. We have to respect pet owner

   C. We have to imitate others

   D. don't underestimate the good around you

7. How was the end of the story?

   A. From that time on when the mouse help to lion , the lion and the mouse became good friends

   B. . beacause the mouse doesn't mean to wake you up. he was just playing

   C. Because the lion hungry

   D. Because he wanted to cheat the mouse

8. Where do you think the story happened?

   A. In the river

   B. In the park

   C. In the wood

   D. In the zoo

9. the lion roared, "I'm ....to eat you all up!(paragraph 1)

   A. go

   B. went

   C. gone

   D. going

10. what the lion say when his release the mouse

    A. "I will let you go, because you would be such a tiny morsel anyway!"

    B. Please, forgive me, oh, King of the animals!Mouse said

    C. " the lion roared, "I'm going to eat you all up!"

    D. The lion roared, "I'm going to eat you all up

1. Where did Snow White live after she ran away to the woods?

    A. in a big castle

    A. in the city

    B. in the hospinal

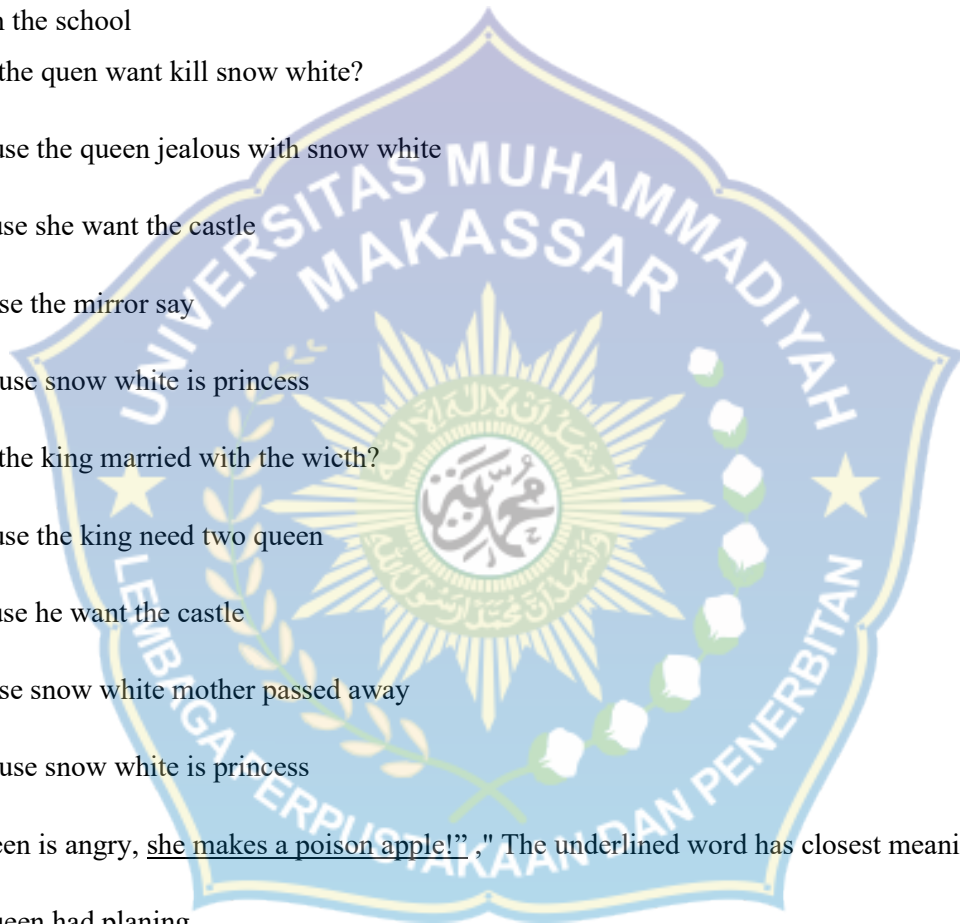   C. in the school

2. Why did the quen want kill snow white?

    A. Because the queen jealous with snow white

    B. Because she want the castle

    C. because the mirror say

    D. beacause snow white is princess

3. Why did the king married with the wicth?

    A. Because the king need two queen

    B. Because he want the castle

    C. because snow white mother passed away

    D. beacause snow white is princess

4. " The queen is angry, she makes a poison apple!" ," The underlined word has closest meaning with ....

    A. the queen had planing

    B. the queen is angry

    C. the queen is happy

    D. the queen was ill

5. the text we learn that…

    A. Beauty from the heart is true pretty

    B. We have to respect pet owner

    C. We have to imitate others

    D. Don't underestimate the good around you

6. How was the end of the story?

    A. Seven dwarves cry

    B. Snow white eating apple

    C. the prince come

    D. the prince marry with snow white and they were live happily ever after

7. Where do you think the story happened?

    A. In the castle

    B. In the park

    C.   In the forest

    D.   In the zoo

8. what the snow make her wake up from magic

    A. When the prince come

    B. when the queen give apple

    C. when the drawves come for working

    D. when her run from castle

9. she ….. a hunter, Take her into forest and kill her!

    A. told

    B. talk

    C. tells

    D. goes

10. where is snow white life when her left the castle?

    A. river

    B. at school

    C. the drawves home

    D. at city

1. Where is the mermaid come from?

    A. In the sea
    B. At city
    C. At wood
    D. At castle

 2. Where is the mermaid got human legs ?
    A. When saving the prince
    B. When her visite witch
    C. When her swim
    D. At castle

3. Why did the mermaid want kill the prince ?

    A. Because the mermaid jealous with the lady
    B. Because she want the prince
    C. Because for saving herslf
    D. Beacause mermaid is princess

4 Why did the prince want married the lady?

    A. because his think the lady save his life
    B. Because the prince love the lady
    C. Because thelady a part of the kindom
    D. because the lady want that

  5. " She see a big ship " _How_ Fanstastic !!" ," The underlined word has closest meaning with

    A. touched
    B. shocked
    C. happy
    D. sad

6. the text we can learn that about

       A. Beauty from the heart is true pretty

       B. We have to respect pet owner

       C. We have to imitate others

       D. Don't underestimate the good around you

7. How was the end of the story?

       A. She jumped into water. Soon,she became bubbles in the sea

       B. Mermaid want kill the prince

       C. The prince sleeping in his room

       D. The prince marry with lady and they were live happily ever after

8. Where do you think the story happened?

       A. In the castle

       B. In the seashore

       C. In the forest

       D. In the zoo

9. the lady ..... the princes to his palace.(paragraph 2)
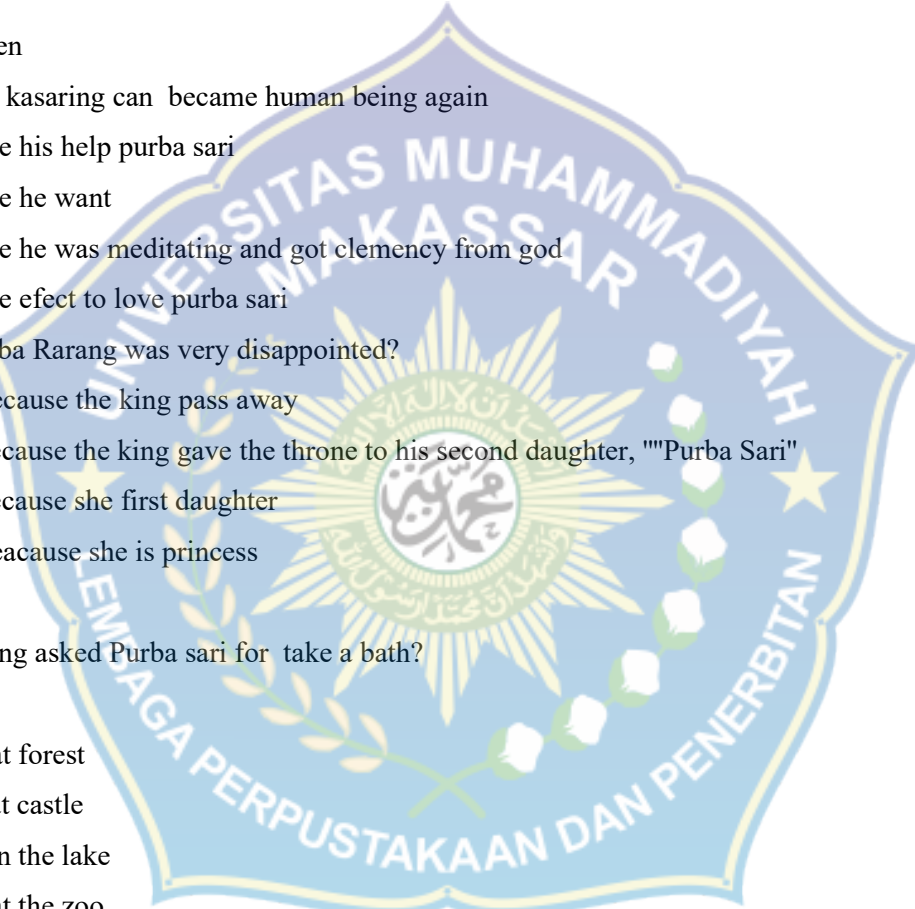
       A. take

       B. took

       C. taken

       D. told

10. what the prince say when his shows the lady at mermaid

       A. " i'm going to marry this lady. " once she save my life'.

       B. " sure i can if you give me your voice.

       C. "take my heart into your life

       D. i love you the lady

1. Where is The army building house for Purbasari?

   A. in the wood
   B. at castle
   C. at city
   D. at garden

2. Why lutung kasaring can became human being again

   A. Because his help purba sari
   B. Because he want
   C. Because he was meditating and got clemency from god
   D. Because efect to love purba sari

3. Why did Purba Rarang was very disappointed?

   A. Because the king pass away
   B. Because the king gave the throne to his second daughter, ""Purba Sari"
   C. Because she first daughter
   D. Beacause she is princess

4 Where is lutung asked Purba sari for take a bath?

   A. at forest
   B. at castle
   C. in the lake
   D. at the zoo

5. He gave fruits and vegetables to Purba Sari!" ," The underlined word has closest meaning with

   A. Care
   B. attentive
   C. so sadly
   D. disappointed

6. the text we can learn that…

    A. Beauty from the heart is true pretty

    B. We have to respect pet owner

    C. the most beautiful treasure is family

    D. Don't underestimate the good around you

7. How was the end of the story?

    A.   Purba Rarang was very surprised

    B.   . Purba Rarang has new plan

    C.   . Lutung Kasarung then sat on the ground

    D.   . Purba Sari became the queen and married to Lutung Kasarung

8. Where do you think the story happened?

    A. In the castle

    B. In the seashore

    C.   In the wood

    D.   In the zoo

9. why Purba Rarang laughed out loud.?

    A. because purbasari fiancé is a monkey

    B. because purba sari was cursed by god

    C. because her want for laughed

    D. because her feeling funny

10.   He .... two beautiful daughters and no son.(paragraph 1)

    A. has

    B. have

    C. had

    D. has not

NAME : _____

KELAS : _____

1. what malin mother decided about malin wants go to a city

    A. His mother had no other choise but to let her only child go.

    B. Forbid maling to go away

    C. She feeling happy

    D. She feeling sad

2.where is Malin was travelling by?

    A. Street

    B. Sky

    C. Sea

    D. Car

3. Why did Malin deny her as his mother?

    A. Because he think his mother pass away

    B. Because he a got beauty wife

    C. Because he has a rich merchant

    D. Because malin felt ashame to his wife and the crew,

4 . What makes her so sure was about the man is her son ?

    A. because of the scar on his hand

    B. Because a man like her son

    C. Because her very miss her son

    D. Because a rich merchat hs beauty wife

5. Malin's mother was <u>really upset</u> then she started to curse him.!" ," The underlined word has closest meaning with

    A. Care

    B. attentive

    C. so sadly

D. disappointed

6. The text we can learn that…

    A. Beauty from the heart is true pretty

    B. The true love from mother is forever life

    C. The most beautiful treasure is family

    D. don't be a rebellious child to both parentss

7. How was the end of the story?

    A. Malin's mother was really upset

    B. On his journey malin's ship began to shake and soon it turned into a stone

    C. Malin felt ashame to his wife and the crew

    D. Malin mother's is pass away

8. Where do you think the story happened?

    A. In the castle

    B. In the seashore

    C. In the wood

    D. In the ship

  9. What happen when Malin has become a rich merchant?

    A. He had forgotten his mother as well as the village

    B. He forgotten his wife

    C. He get a big ship

    D. He get a grew

10. She ....it was Malin at the moment she saw him.(paragraph 4)

    A. Know

    B. Knew

    C. Care

    D. Respect

APPENDIX VI

Dokumentasi

Proses belajar mengajar berlangsung dikelas VII.B

Proses belajar mengajar berlangsung di kelas VII.B

Proses Belajar Mengajar Berlangsung kelas VII.B

Proses Belajar Mengajar Berlangsung kelas VII.B

CURRICULUM VITAE

EVI FENI SABRIANI AMIR . She was born on 2th March 1996 in Takalar. She is the second daugther of marriage between Muh Amir Bado and St.Marlias S.Pd She has 4 sisters . In 2001, she started in Play group TK KARTIKA and in 2002, she started in elementary school at SD IMPRES BARUGAYYA and move to SDN 225 Peneki , graduated in 2008. Then she continued her junior high school at SMP Negeri 1 Takkalalla and graduated in 2011. After that she continued her senior high school at SMA Negeri 1 Takkalalla and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle "Using Dictogloss Technique To Improve The Student's Listening Ability ".