

**USING DICTOGLOSS TECHNIQUE IN EFL STUDENTS: SOLVING PROBLEM IN
LISTENING AND UNDERSTANDING BRITISH SPOKEN TEXTS
(An Experimental Study at the Second Semester of English Language Education Department
Students of UIN Walisongo Semarang in Academic Year 2017/2018)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Bachelor Degree of English Language Education



By:

ILMA AMALINA
Student Number: 1403046023

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2018**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : **Ilma Amalina**
Student Number : 1403046023
Department : Tadris
Field of Study : English Language Education

certify that this thesis entitled:

**USING DICTOGLOSS TECHNIQUE IN EFL STUDENTS: SOLVING PROBLEM IN LISTENING
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(An Experimental Study at the Second Semester of English Language Education Department Students of
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The writer,



Ilma Amalina
Ilma Amalina

Student Number: 1403046023



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Thesis with the following thesis identity:

Title : Using Dictogloss Technique in EFL Students: Solving Problem in Listening and Understanding British Spoken Texts (An Experimental Study at the Second Semester of English Language Education Department Students of UIN Walisongo Semarang in Academic Year 2017/2018)

Name : Ilma Amalina

Student Number: 1403046023

Department : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, August 3rd 2018

THE BOARD OF EXAMINER

Chair Person,

Daviq Rizal, M.Pd
NIP. 19771025 200701 1 015

Examiner I,

Sayyidatul Fadlilah, M.Pd
NIP. 19810908 200710 2 001

Advisor I,

Daviq Rizal, M.Pd
NIP. 19771025 200701 1 015

Secretary,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

Examiner II,

Moh. Nafi Annury, M. Pd
NIP. 19780719 200501 1 007

Advisor II,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016



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Semarang, July 18th 2018

Dear Sir,
Dean of Education and Teacher Training Faculty
Walisongo State University for Islamic Studies

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Student Number: 1403046023
Department : English Language Education
Title : **Using Dictogloss Technique in EFL Students: Solving Problem in Listening and Understanding British Spoken Texts (An Experimental Study at the Second Semester of English Language Education Department Students of UIN Walisongo Semarang in Academic Year 2017/2018)**

State that this thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb

Advisor I,



Daviq Rizal, M.Pd
NIP. 19771025 200701 1 015

ADVISOR APPROVAL

Semarang, July 19th 2018

Dear Sir,
Dean of Education and Teacher Training Faculty
Walisongo State University for Islamic Studies

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Wassalamu'alaikum Wr. Wb

Advisor II,



Nadiyah Ma'mun, M. Pd
NIP. 19781103 200701 2 016

ABSTRACT

Title : Using Dictogloss Technique in EFL Students: Solving Problem in Listening and Understanding British Spoken Texts (An Experimental Study at the Second Semester of English Language Education Department Students of UIN Walisongo Semarang in Academic Year 2017/2018)

Name : **Ilma Amalina**

Student Number: 1403046023

The aim of the research is to investigate the implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts. The method used in this research was quantitative. This research used pre-experimental design, one group pretest and post test design. The population of this study was the second semester of English language education students in UIN Walisongo Semarang. By using simple random sampling, the researcher took PBI 2A as the sample and it was supported by the survey. It consisted of 33 students, but the researcher just used 21 scores to be analyzed condering the attendance and also to keeping the validity of the result of this research. The class was given twice treatments. The instruments used in this research were pretest and post test. The result of both test was tested by using t-test formula. The result of this research shows that $t_0 = 3.30$ was higher than t-table(5% is 2.086). It is gotten from the degree of freedom ($df = N - 1 = 20$), so then t_0 is higher than t-table ($t_0 > t\text{-table} = 3.30 > 2.086$). It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It can be concluded that the implementation of Dictogloss technique is effective in solving the students' problem in listening and understanding British spoken texts.

Keywords: *Dictogloss technique, listening and understanding British spoken texts.*

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“(5) Surely with difficulty is ease. (6) With difficulty is surely ease.”
(Al-Insyiroh: 5-6)

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“As good as human beings it is beneficial to humans.”
(HR. Ahmad, ath-Thabrani, ad-Daruquthi)

I WAS BORN TO BE SOMEBODY!

“Saya dilahirkan untuk menjadi seseorang”

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother (Bapak Abdul Basir and Ibu Uswatun Hasanah), who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
- Honorable, DR. KH. Fadlolan Musyaffa' Lc, MA, Ibu Nyai Fenty Hidayah and the big family of Ma'had Al-Jami'ah Walisongo Semarang, who have become my guardian and family in Semarang. Thank you for the guidance and the support.
- My beloved little brother (Moh. Khoirul Ulum) always gives me spirit to finish my thesis.
- My future husband (Lisna Zainul Ikho'is Tsani) who is always be there when I need, supports me, and gives me spirit.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

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9. Last but not the least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

The researcher realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all side for the perfection of this thesis project are always expected.

Finally, the researcher expects that this thesis would be useful for the further study.

Semarang, July 26th 2018

The writer,

Ilma Amalina

Student Number: 1403046023

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CHAPTER I

INTRODUCTION

This chapter discusses about research background, reasons choosing the topic, research questions, research objectives, research limitations, and research significance.

A. Background of Study

Listening is tough skill to be conquered.¹ In language acquisition context, listening is claimed as the basic configuration of language acquisition. Listening sounds around is done by babies as the first stage to acquiring language. Baby listens what his parents or people around him say before he is finally able to speak, read, and write something in order to express his feelings.²

Listening is very crucial subject for learners at least three reasons. *First*, listening provides students' practice related to pronunciation and perception of meaning. *Second*, listening also equips language input to learners like as the of vocabulary, grammars, and discourse. *Third*, listening can be used by children, teenagers, and adults to get knowledge.³

Understanding means to know the meaning of something that someone says, to know why or how something happens or works, and to know how someone feels or why they behave in particular way.⁴

In the way of understanding spoken text, there are two approaches usually used to catch the idea. They are bottom up and top down. Bottom-up means using information we have to understand what we read or hear one step at a time. Then, top down means using prior knowledge or experiences; we know to understand.⁵

The reality shows that even most of students feel difficult to understand spoken texts using British accent. The passive listening instruction creates boredom and reduce students' enthusiasm.⁶

The expression British English is generally used to differentiate the standard form of English used in Great Britain and Northern Ireland from the varieties used in other parts of the world. British pronunciations as shown in most dictionaries are in fact those associated with southern and eastern dialects (and with speakers from the middle and upper classes).⁷

¹I Putu Ngurah Wage Myartawan. 2012. *Using Dictogloss in An EFL Listening Class: Calling for SFL-Based Scaffolding in Understanding Breaking News Texts*. PRASI. Vol. 7. No. 14. p. 42.

²Eka Juwita Arief & Aryuliva Adnan. 2013. *The Use of Dictogloss Method in Teaching Listening a Hortatory Text at Senior High School*. Journal of English Language Teaching. Vol. 2. No. 2. p. 50.

³I Putu Ngurah Wage Myartawan. 2012. *Using Dictogloss in An EFL Listening Class: Calling for SFL-Based Scaffolding in Understanding Breaking News Texts*. PRASI. Vol. 7. No. 14. pp. 42-43.

⁴Cambridge. 2008. *Cambridge Advanced Learner's Dictionary 3rd Edition*. Armada: Cambridge University Press.

⁵Eka Juwita Arief & Aryuliva Adnan. 2013. *The Use of Dictogloss Method in Teaching Listening a Hortatory Text at Senior High School*. Journal of English Language Teaching. Vol. 2. No. 2. pp. 52.

⁶I Putu Ngurah Wage Myartawan. 2012. *Using Dictogloss in An EFL Listening Class: Calling for SFL-Based Scaffolding in Understanding Breaking News Texts*. PRASI. Vol. 7. No. 14. p. 43.

⁷Pam Peters. 2004. *The Cambridge Guide to English Usage*. Cambridge: Cambridge University Press. p. 79.

Dictogloss is identical with a dictation activity and then making a small group to work together to create a reconstruction text. Actually, Ruth Wajnryb originally developed it in 1990 as an alternative technique of teaching grammar. The original dictogloss procedure consists of four basic steps: *warm-up, dictation, reconstruction, analysis and correction*.⁸

Applying dictogloss technique will be joyful and effective because it involves integrated-skills. They are listening, speaking, reading, and writing. Listening will be used in the second step after preparation, when students are asked to listen what the teacher said. Then, note-taking and reconstruction text are using their writing skill. Reading is used when they are analyzing and correcting even comparing between original text version and reconstruction text in every group. The last, they will present their work in front of class. So, they must activate their speaking skill and of course having much confidence.

Those reasons make the researcher sure that the technique will help students to decrease their difficulties in listening and understanding British spoken texts. It also makes lecturer out of the limitation which they can use not only always American but also British audio for listening class.

B. Reasons for Choosing The Topic

Several reasons below are considered by the writer in choosing the topic of this study:

1. Listening is the crucial skill that must be mastered by students.
2. Most of students are difficult in conquering listening skill.
3. According to the survey conducted by the writer in one of the classes in making sure the class deserved to be given a treatment, showed that 35% students feel American accent is easier, 20% students feel British is easier, 32% students didn't answer and didn't match with their reasons, and 5% students feel that both British and American are same. So, accent is also one of the problems undergone by students in mastering listening skill and understanding spoken texts played by the teacher. The writer focuses on only British accent which is admitted by most of students as the most difficult accent to be understood.
4. Second semester of EFL students in UIN Walisongo is chosen by the researcher to prove that younger they get, easier they will master.
5. The writer would like to apply dictogloss technique in order to tackle students' difficulties in listening and understanding British spoken texts.

C. Research Question

Based on the background of the study, the problem can be formulated as follow:

How is the implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts?

⁸Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. p. 41.

D. Research Objective

Regarding to the problem above, the aim of this study is to investigate the implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts.

E. Research Limitations

This research is limited in order to maintain the focus of the research itself. The limitations of this study, they are:

1. The research subject of this study is the second semester of English language education students in academic year 2017/2018.
2. The students' ability in listening and understanding British spoken texts.
3. British spoken texts used are only limited on news.
4. The implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts.

F. Research Significance

The findings of the study are claimed to be significant to:

1. Teachers

By knowing the findings of this study, hopefully teachers may use the Dictogloss technique as an alternative teaching technique in order to reach the learning goals for especially listening. Teacher no more worries to use British audio in listening class because the difficulties had by students eventually become decreased step by step by using the technique.

2. Students

The technique applied in this study is absolutely fun and makes students feel enjoy to study listening. So, it also influences the students' achievements in listening – British spoken texts. Students also don't think that British accent is difficult to be understood. Even they are able to speak by using British because they can differentiate which one British and American accent. It looks cool and convince people that we are educated people. Knowing British accent well will help students in preparing IELTS, because nowadays the test is needed for continuing study in abroad. Of course, it is our goal as English language education department students to go and live in English country in order to apply what we got, challenge our selves how to servive in foreign country, and learn cultures there.

3. Future Research

Hopefully, this study will give some valuable and benefits for the next researcher and even make this study more perfect than before also continue the study. Hope it will be useful as a reference for the next researcher.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about previous research, theoretical framework and action of hypothesis.

A. Previous Research

I consider two previous studies: (i) Shofiyah, Evi, 2015, *The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text (A Quasi-Experimental Study at the First Grade Students of SMA Manba'ul Ulum)*, (ii) Fasya, Dzaky Mubarak, 2015, *Improving the Grade VIII Students' Writing Skill of Narrative Text through Dictogloss at SMPN 1 Mungkid Magelang in the Academic Year of 2014/2015*.

The first research was thesis by Evi Shofiyah entitled *The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text (A Quasi-Experimental Study at the First Grade Students of SMA Manba'ul Ulum)*. This previous research aimed to investigate the Dictogloss implementation as an effective technique in teaching writing in order to increase students' understanding and writing skill in narrative text at the first grade students of SMA Manba'ul Ulum.

The method and design used in this research were quantitative method and quasi experimental design with pre-test and post-test design approach. The writer used purpose sampling which was two classes; X IPA 3 as the experimental class and X IPA 2 as the controlled class, from the total population 114 first grade students of SMA Manba'ul Ulum in 2014/2015. Both classes consisted of 20 students. The writer gave pre-tests to both classes before giving treatment and gave post-tests after giving treatment. Writing test; narrative text, was the instrument used by the writer in both pretest and post test. To score the students' writing, the writer adapted analytic scoring rubric developed by Jacobs et al. The data obtained from pre-test and post-test were analyzed by using t-test formula to see the effectiveness of dictogloss technique towards students' narrative writing.

The result of this study showed that the value of t_o (tobservation) was 5.26. The value of t_t (ttable) with degree of freedom 38 in significance degree 5 % was 2.02 and in significance degree 1% was 2.71. It indicated that t_o was higher than t_t or $2.02 < 5.26 > 2.71$. As a result, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. Hence, it was concluded that there was significant difference between students' narrative writing score who were taught by dictogloss technique and those who were taught without dictogloss technique. In other word, dictogloss technique is effective in teaching writing of narrative text.¹

Second previous research was a thesis by Dzaky Mubarak Fasya entitled *Improving the Grade VIII Students' Writing Skill of Narrative Text through Dictogloss at SMPN 1 Mungkid Magelang in the Academic Year of 2014/2015*.

¹Evi Shofiyah. 2015. *The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text (A Quasi-Experimental Study at the First Grade Students of SMA Manba'ul Ulum)*.

This previous research was aimed at improving students' writing skills through the dictogloss technique in grade VIII of SMP N 1 Mungkid in the academic year of 2014/2015.

The study used action research design that consisted of two cycles and was one in collaboration with the English teacher, the students and the researcher's colleague as collaborators. The writer took class VIII C students of SMP N 1 Mungkid in the academic year of 2014/2015 as the subjects of the study. The data collection technique used by the researcher were observations, interviews and test on the students' performance using instruments of interview guideline, observation sheet and writing rubric. The data from the observation and interviews were analyzed using descriptive analysis. The steps of the research were reconnaissance, planning, action and observation and reflection.

The result of the research shows that using dictogloss technique effectively improve students' writing skills. According to the qualitative data, the students were able to organize their ideas to create well-organized narrative texts. Then for the learning environment in the classroom, the teacher successfully engaged students' interest and they enthusiastically joined the teaching and learning activities and did the task well. Based on the quantitative data, the students' mean score improved. The maximum score was 20. In the pre-test, the students' mean score was 8.50. The mean score in both Cycle 1 and Cycle 2 in which the mean score were 12.44 and 13.30. In the post-test, the score increased into 15.38. The gain score of the mean scores from the pre-test to the post-test is 6.88.²

This current research differed from this previous study in having aim, research object and research subject. Based on my study, EFL students as this research subjects. The researcher aimed to investigate the implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts.. The last differences between this current research and the previous one is the research object, this curren research has British spoken texts as the research object while the previous research using Dictogloss technique to increase the listening comprehension ability on narrative texts.

Besides those differences, there is a point of similarity between this current research and this previous ones. The point is the the researchers of both research also investigating the implementation of using Dictogloss technique in order to know the effectiveness of using the technique.

B. Theoretical Framework

1. Listening

Eka Jawita A. and Aryuliva A. quoted in their jounal, Howatt and Dakin argues the ability of identifying and understanding are the definition of listening.³The higher

²Dzaky Mubarak Fasya. 2015. *Improving the Grade VIII Students' Writing Skill of Narrative Text through Dictogloss at SMPN 1 Mungkid Magelang in the Academic Year of 2014/2015.*

³Eka Juwita A. and Aryuliva Adnan. 2013. *The Use of Dictogloss Method in Teaching Listening; Hortatory Exposition Text at Senior High School.* Journal of English Language Teaching. Vol. 2. No. 1. p. 52.

education students need a productive listening to comprehend formal lectures and to socialize with other students around them.⁴

Listening as a subject is very crucial for learners at least three reasons. First, listening provides students' practice related to pronunciation and perception of meaning. Second, listening also equips language input to learners like as the of vocabulary, grammars, and discourse. Third, listening can be used by children, teenagers, and adults to get knowledge.⁵

Even in a thesis *The Importance of Effective Listening Skills: Implications for the Workplace and Dealing with Difficult People*⁶, he mentioned that Hirsch and Cooper,

“Present listening as a complex, multidimensional behavioral skill. Listening involves hearing and cognition and assumes the ability to selectively perceive, interpret, understand, assign meaning, react, remember, and analyze what is heard”.

There are two processes can be used by students in understanding what they listen; bottom-up and top-down. The distinction of both processes is based on the ways students process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Students start from their background.⁷

Steven Brown and Dorolyn Smith also said that students, particularly those with years of “classroom English” but little experience in really using language, try to listen from the “bottom-up.” Their processing strategy makes listening difficult. For an effective listening, there are three strengths – vocabulary, grammar, and life experience.⁸

Even they give several tips in their book, *Active Listening 2nd edition*; first, *just listen, don't translate!* Notice that key vocabulary words are often repeated. Second, *watch movies in English*, watch movies with the English captions to check what you hear. Third, *be an active listener!* Let the speaker know you're following the conversation. Ask for the clarification if you don't understand. Fourth, *look for opportunities to practice English*, join a club or an organization whose members speak different native languages. Fifth, *listen to radio or news programs in English*, try to predict the vocabulary you will hear. Write the words down before you listen. Sixth, *call places with answering machines in English*, try to predict the information you will hear. Then, write words or phrases you might hear. Finally, circle your prediction as you listen. The last, *get audio recordings of*

⁴ Lalitha Velautham, & Michelle Picard. 2016. *Developing Independent Listening Skills for English as an Additional Language Students*. International Journal of Teaching and Learning in Higher Education. Vol. 28. No. 1. p. 52.

⁵ I Putu Ngurah Wage Myartawan. 2012. *Using Dictogloss in An EFL Listening Class: Calling for SFL-Based Scaffolding in Understanding Breaking News Texts*. PRASI. Vol. 7. No. 14. pp. 42-43.

⁶ Amy Ogrodnik Sullivan. 2011. *The Importance of Effective Listening Skills: Implications for the Workplace and Dealing with Difficult People*. University of Southern Maine. p. 2.

⁷ Steven Brown and Dorolyn Smith. 2007. *Active Listening 2nd Edition*. New York: Cambridge University Press. p. ix.

⁸ Steven Brown and Dorolyn Smith. 2007. *Active Listening 2nd Edition*. New York: Cambridge University Press. p. x.

English books, listen when you can relax and enjoy the story. Find podcasts for language learners of situations.⁹

The importance of mastering listening is proven by many ways conducted in order to tackle many difficulties undergone by students. One of the ways is *small-group work*. The class can be divided into several small groups by using specific criterion such as forming groups of three in which at least one member speaks a different language. Then they choose a leader. The leader's duty is to make sure that every student must speak up and make sure everyone gets a chance to speak. Then the teacher walks to supervise in every group and make sure that all groups remain on task.¹⁰ Even the benefits of using this way is also said by Zorana Vesiljevic in his journal, *Dictogloss as an Interactive Method in Teaching Listening Comprehension to L2 Learners*, that working together in a small group to reconstruct a text has high possibility to share resources one another. Even working in a small group reduces learner's anxiety to perform in front of small group audience.¹¹

According to those theories and statements stated by many experts, listening is the crucial skill that everyone must comprehend including students. In the reality, listening is also a difficult skill to be conquered. They are in trouble in listening and understanding spoken text that they are listening to. Most of students are stuck in catching the idea mentioned in the audio and they often miss the important information. Then, another technique is offered by the researcher to tackle the students' difficulties. The technique is dictogloss technique developed by Ruth Wajnryb. It is not just ordinary dictation. It invites students to work in a small group in reconstructing the text. They will complete the information each other.

2. Dictogloss Technique

Dictation is an activity which the teacher reads a text or dictates it, then it is read about three times. In the end of the dictation, we have to check the text dictated by the teacher.¹² Dictogloss is a classroom dictation activity where learners listen to the spoken text, note down key words and then make a small group to work together to create a reconstructed version of the text. Actually, Ruth Wajnryb originally developed it in 1990 as an alternative technique of teaching grammar.¹³ Dictogloss is an integrated-skill activity that consists of listening, writing, and speaking and it depends on students' knowledge of semantic, syntactic, and pragmatic systems of the target language in order to complete the task by focusing on grammatical competence.¹⁴

⁹Steven Brown and Dorolyn Smith. 2007. *Active Listening Second Edition*. New York: Cambridge University Press. pp. 82-83.

¹⁰Mary Shepard Wong. 1998. *You said it*. New York: Cambridge University Press. p. xxi.

¹¹Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. p. 46.

¹²Paul Davis and Mario Rinvolucri. 2002. *Dictation*. New York: Cambridge University Press. p. 1.

¹³Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. p. 41.

¹⁴Maliheh Nouraei Yeganeh. 2015. *A Comparison of The Effects of Dictogloss and Oral Dialogue Journal Techniques on Iranian EFL Learners' Acquisition of Request Speech Act*. International Journal of Asian Social Science. Vol. 6. No. 1. p. 50.

The dictogloss procedure is applicable and adaptable enough to consider the needs, interests, and learning preferences of learners.¹⁵ The original dictogloss procedure consists of four basic steps; warm-up, dictation, reconstruction, and analysis and correction. In warming-up, the learners discover the topic and have vocabulary preparation work. Then in dictation, the teacher read the text twice at a normal speed which is listened by the learners the learners while they also take some notes. In the first dictation, the students just listen but do not write. While in the second dictation, the students take notes. After that, the learners work together in small groups to reconstruct the text from their shared information. The last is *analysis and correction*, the students analyse, correct, compare, their reconstruction text with other students.¹⁶ Group work is the most effective way of teaching to improve the interactional skill of students,¹⁷

Dictogloss is assumed as a quite convincing and a good way to develop learners' listening skills.¹⁸ Dictogloss integrates the varied principles of language teaching that include: cooperation among learners, learner autonomy, curricular integration, focus on meaning, alternative assessment, diversity, thinking skills and teachers as co-learners.¹⁹ Deciding and catching the keywords of the audio that they are listening to are required to do by the listeners in implementing dictogloss technique. It is believed that the use of dictogloss technique might solve the students' problems in listening comprehension effectively.²⁰ Meanwhile, the dictogloss listening procedure are; *first*, Preparation. Students are expected to be more receptive to the listening passage. In this stage, teacher can provide background information and help students with the difficult words. *Second*, topical warm-up. The teacher introduces the topic of the passage for example by giving some questions for discussion. *Third*, vocabulary preparation. This stage has three main purposes: (1) to inform students about the meaning and the form of the new words,(2) to help students in recognizing lexical item, (3) to inform target words needed when reconstructing text.²¹

According to Vasiljevic, the dictogloss technique gives many benefits in teaching listening comprehension; *First*, students will be more focused and have a clear objective by giving them the reconstruction task. *Second*, the dictogloss procedures ease the development of the learners' communicative competence. The dictogloss class invites students to interact so much more natural. *Third*, dictogloss also offers a unique combination of teaching listening comprehension and the assessment

¹⁵Batool Faghani, Ali Derakhshan, & Ali Zangoei. 2015. *A Review on the Effect of Using Dictogloss Tasks and Fake Scoring on Children's Dictation Ability*. English Linguistics Research. Vol. 4. No. 3. p. 58.

¹⁶Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. p. 41.

¹⁷David Nunan and Clarice Lamb. 1996. *The Self-Directed Teacher*. New York: Press Syndicate of The University of Cambridge. p. 143.

¹⁸Takahiro Iwanaka. *Improving Listening Skills and Motivation to Learn English Through Dictogloss* ディクトグロスがリスニング力と動機づけに与える影響. p. 39.

¹⁹Ayman Mohamed El-Esery. 2016. *Dictogloss-Based Activities for Developing EFL Learners' Listening Comprehension*. International Journal of English Language Teaching. Vol.4. No.10. p. 47.

²⁰Rifki Afdhal, Atni Prawati, & Jismulatif. *Using Dictogloss Technique to Increase The Listening Comprehension Ability on Narrative Texts of The Second Year Students of Mts Muawwanah Sungai Pagar Kampar Regency*. The Faculty of Teachers' Training and Education Riau University. p. 3.

²¹Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. p. 43-44.

of students' listening ability. *Fourth*, the dictogloss procedures expect students to help each other reconstruct the text rather than depend on the teacher to provide the information.²² It encourages students to have self-confidence and responsibility.²³

Other tremendous benefits of using dictogloss are also stated by Jason Renshaw in his academic website. He claimed that dictogloss is: (1) an effective way to review texts, (2) providing the intensive listening and remembering process, (3) an integration of all skills; reading, listening, speaking, and writing.²⁴

The dictogloss technique is used by the writer to tackle some difficulties in listening and understanding British spoken texts. The technique offers many benefits and new way of mastering listening. They are stages of the dictogloss technique itself, making reconstruction text, working in small group, and cooperating one another. Those support not only in the final result of teaching but also in students' psychology. It decreases their anxiety and students will be easier to engage actively.

3. British Accent

a. The Definition of British Accent

American began to speak English in the 17th century when British arrived and establish their colonization. Then in 18th the relations of both the countries was broken because of trade and conflict which led to war. It is because British English was dominant, while America English was colonial status. Automatically it influenced the flow of development which was British to American English. At the time American English emerged as of equal status and values as British English. Finally, it brought differences in their pronunciation, spelling, vocabulary, idioms, and even phonetics differences.²⁵

The Pronunciation and identity where a person comes from regionally and socially refer to *accent*. National groups speaking the same language and our impression of other languages are the locale which refers to the regional accents. Social accents involve to the cultural and educational background of the speaker.²⁶

The phrase Received Pronunciation was created in 1869 by the linguist, A J Ellis, but it only became a widely used to describe the accent of the high social. When Lord Reith, the first General Manager of the BBC, adopted it in 1922 as a broadcasting standard - hence the origins of the term **BBC English**, RP maybe admitted its greatest encouragement.²⁷

²² Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1. pp. 45-46

²³ Maman Asrobi, Khaerul Amni. 2017. *The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners*. Voices of English Language Education Society. Vol. 1. No. 1. p. 63.

²⁴ "The Dictogloss: Intensive listening for integrated language development", *Learning Twigs*, Feb., 16, 2011. http://jasonrenshaw.typepad.com/jason_renhaws_web_log/2011/02/the-dictogloss-intensive-listening-for-integrated-language-development.html. Accessed May 20, 2018.

²⁵ Naghme MirzaieHosseincadeh, Aliyeh Kord Zafaranlu Kambuziya, & Mansour Shariati. 2015. *British and American Phonetic Varieties*. Journal of Language Teaching and Research. Vol. 6. No. 3. p. 647.

²⁶ Naghme MirzaieHosseincadeh, Aliyeh Kord Zafaranlu Kambuziya, & Mansour Shariati. 2015. *British and American Phonetic Varieties*. Journal of Language Teaching and Research. Vol. 6. No. 3. p. 648.

²⁷ "Received Pronunciation." *British Library*, <http://www.bl.uk/learning/langlit/sounds/find-out-more/received-pronunciation/>. Accessed 22 Mar. 2018.

According to the book written by Pam Peters entitled *The Cambridge Guide to English Usage*, the definition of accent itself is:²⁸

"In speech, an accent is a general style of pronunciation which strikes the listener as different, as in a foreign accent, an Irish accent. It may involve the stress patterns of words as well as the way sounds are pronounced. The accents of written language mostly relate to individual sounds. When superimposed on a particular letter of the alphabet, accents show that the pronunciation differs in some way from the unmarked letters. The English spelling system does without accents, except for the occasional foreign word (see below). Many other languages make systematic use of accents to indicate aspects of sound, stress and pitch. The technical term for accent marks is diacritics."

British Accent or British Received Pronunciation (RP) is delineated as the standard speech which is considered a prestige accent in such institutions and has fraught associations with wealth and privilege in Britain for people whom live in London and Southern England.²⁹

So, accent means someone's style in speaking and it is showed someone's background or where they come from. Then British accent here is an accent which is usually used by most of people from England. It was an accent that identified a high class status of people. The history made both American and British accent have different style of pronunciation, spelling, vocabulary, idioms, and even phonetics differences.

b. The characteristics of British Accent

Regarding the differences between both accents; British and American accents, some experts have their own perspectives. Snezhina Dimitrova explains about the accents of General American English and Received Pronunciation of Britain as well as the differences of some British and American English vowels, consonants and stress and gives some examples. Paco Gomez uses IPA symbols to describe sounds. He chooses IPA symbols because they are a standard in sound description and ensure accuracy. Concerning the main differences between British and American English, he concluded 5 things; (1) the presence of rhotic accent, (2) differences in vowel pronunciation. (3) differences in consonant pronunciation, (4) differences in articulation, and (5) change of stress.³⁰

Beside those characteristics mentioned above, the differences between both accents are rhotic and non-rhotic accent. The rhotic accents, for example, include those typical of Scotland, Ireland, Canada, Barbadoes, and certain western part of England. Most of the accents of the United States including General American are the rhotic accents, where "the /r/ occurs in a wide variety of phonetic contexts including pre-consonantal and absolute final position. American accent is rhotic because they pronounce the "R" sound in such words as "hard" and "winter. While in the non-

²⁸Pam Peters. 2004. *The Cambridge Guide to English Usage*. Cambridge: Cambridge University Press. p. 9.

²⁹"English language." *Britannica Library*, Encyclopædia Britannica, 27 Jan. 2018. e-resources.perpusnas.go.id:2180/levels/adults/article/English-language/109779#74817.toc. Accessed 22 Mar. 2018.

³⁰Snezhina Dimitrova. *British and American Pronunciation*.

rhotic accents, /r/ is excluded from such environment. For example, most modern Brits would tell you it's been a "hahd wintuh." They are typical of "Australia, New Zealand, most of the England and Wales including RP" belonging to the non-rhotic accents. British accents is included non-rhotic.³¹

According to John Algeo in "The Cambridge History of the English Language", this shift occurred because people of low birth rank who had become wealthy during the Industrial Revolution were seeking ways to distinguish themselves from other commoners; they developed the prestigious non-rhotic pronunciation in order to demonstrate their new upper-class status.³²

Regarding to those characteristics, simply British accent is differentiated by excluding /r/ sound in their pronunciation or it is usually called by non-rhotic accent. It is considered as the prestigious accent and demonstrates the high class status.

c. British Accent vs American Accent

The differences of both British and American accent according to the phonetics transcriptions and pronunciation are determined by three important elements in the phonetics itself. They are vowel, diphthong, and consonant. Vowel is a voiced sound which means that its production is always accompanied by the vibration of the vocal cords.³³

Symbols	Keywords	Phonetics Writing
/i:/	see	/si:/
/ɪ/	sit	/sɪt/
/e/	set	/set/
/æ/	sat	/sæt/
/ə/	ahead	/ə'hed/
/ɜ:/	bird	/bɜ:d/
/ɑ:/	father	/'fɑ:.ðə r /
/ʌ/	love	/lʌv/
/ɒ/	hot	/hɒt/
/ɔ:/	haughty	/'hɔ:.ti/
/ɒ/	pull	/pʊl/
/u:/	food	/fu:d/

Diphthong literally means a vowel sound in which the tongue changes position to produce the sound of two vowels.³⁴ A diphthong is a vowel sound in which there is an intentional glide (glide here refers to the traditional sounds heard when the speech organs move from one position for a given sound to that for another) made from one vowel sound position to another vowel position, and which is produced in one single impulse of breath.³⁵

Symbols	Keywords	Phonetic Writing
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³¹Josefa J. Mardijono. 2003. *English Accent Evaluation: A Study on Indonesian EFL Learners' Perception*. Kata. Vol. 5. No. 2. p. 149.

³²"Why do Americans and Brits have different accents?." *Live Science*, <https://www.livescience.com/33652-americans-brits-accents.html>. Accessed 22 Mar. 2018.

³³Ramelan. 2003. *English Phonetics*. Semarang: UNNES Press. p. 49.

³⁴Cambridge. 2008. *Cambridge Advanced Learner's Dictionary 3rd Edition*. Armada: Cambridge University Press.

³⁵Ramelan. 2003. *English Phonetics*. Semarang: UNNES Press. p. 59.

/eɪ/	lay	/leɪ/
/əʊ/	no	/nəʊ/
/aɪ/	lie	/laɪ/
/aʊ/	how	/haʊ/
/ɔɪ/	boy	/bɔɪ/
/ɪə/	here	/hɪə r /
/eə/	hair	/heə r /
/ɔː/	poor	/pɔːr /
/ɔː/	yours	/jɔːz/

Consonants other sounds beside vowel which are not vowels are consonants. The way of producing a consonant is characterized mainly by some obstruction above the larynx, especially in mouth cavity.³⁶

Symbols	Keywords	Phonetic Writing
/p/	part	/pɑ:t/
/b/	bed	/bed/
/t/	tell	/tel/
/d/	dark	/dɑ:k/
/k/	cat	/kæt/
/g/	gap	/gæp/
/f/	ferry	/'fer.i/
/v/	very	/'ver.i/
/θ/	thigh	/θaɪ/
/ð/	thy	/ðaɪ/
/s/	sea	/si:/
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/r/	rouge	/ru:ʒ/
/h/	head	/hed/
/tʃ/	chain	/tʃeɪn/
/dʒ/	Jane	/'dʒeɪn/
/m/	man	/mæn/
/n/	name	/neɪm/
/ŋ/	sing	/sɪŋ/
/l/	lap	/læp/
/r/	red	/red/
/w/	wet	/wet/
/y/	yes	/yes/

The differences both British and American accents are as follows:³⁷

1) Vowel

British English	American English
/ɒ/	/ɑ:/
/ɑ:/	/æ/
/ɔ:/	/ɑ:/
/ju:/	/u:/
/ɑ:/	/æ/
/ə/	/ɑ:/

Other examples of words;

British American

³⁶Ramelan. 2003. *English Phonetics*. Semarang: UNNES Press. p. 99.

³⁷NaghmeH MirzaieHosseincadeh, Aliyeh Kord Zafaranlu Kambuziya, & Mansour Shariati. 2015. *British and American Phonetic Varieties*. Journal of Language Teaching and Research. Vol. 6. No. 3. pp. 649-654.

Box	/bɒks/	/bɑ:ks/
Hot	/hɒt/	/hɑ:t/
Class	/klɑ:s/	/klæs/
Can't	/kɑ:nt/	/kænt/
Thought	/θɔ:t/	/θɑ:t/
Walk	/wɔ:k/	/wɑ:k/

All GA (general American) vowels are characterized by r-colouring when they are followed by the letter *r* in the spelling, e.g.,³⁸

	British	American
Car	/kɑ:/	/kɑ:r/
Morning	/'mɔ:.nɪŋ/	/'mɔ:rnɪŋ/
Start	/stɑ:/	/stɑ:rt/

The difference between unstressed /t/ and /ə/ is often lost in GA, e.g.,

	British	American
Wanted	/'wɒn.tɪd/	/'wɑ:n.ɪd/
Notice	/'nəʊ.tɪs/	/'noʊ.tɪs/

2) Diphthong

Diphthongs are described as sequences of two vowels pronounced together.

British English	American English
/ɪə/	/ɪr/
/əʊ/	/oʊ/
/ɑ:/	/eɪ/
/eɪ/	/æ/
/ɪ/	/aɪ/

Other examples of words:

	British	American
Weird	/wɪəd/	/wɪrd/
Go	/gəʊ/	/goʊ/
Tomato	/tə'mɑ:.təʊ	/tə'meɪ.təʊ/
Apricot	/'eɪ.pɪrɪ.kɒt/	/'eɪ.pɪrɪ.kɑ:t/
Idyll	/'ɪdɪl/	/'aɪdl/

3) Consonants

In articulatory phonetics, consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Examples include: /p/ pronounced with the lips, and /t/ pronounced with the front of the tongue.

British English	American English
/(r)/	/r/
/t/	/r/
/ʃ/	/ʒ/
/z/	/s/
/s/	/ʃ/
/ð/	/θ/

³⁸ Snezhina Dimitrova. *British and American Pronunciation*.

Other example of words:

	British	American
Force	/fɔ:s/	/fɔ:rs/
Writer	/'raɪ.tə/	/'raɪ.tər/
Version	/'vɜ:.ʃən/	/'vɜ:ʒən/
Erase	/'reɪz/	/'reɪs/
Booth	/bu:ð/	/bu:θ/

C. Hypothesis

According to Sugiyono, Hypothesis is a temporary answer of the research question. It is mentioned as a temporary because it is taken just regarding to the theory which is relevant, and it has been considered yet from the empiric facts acquired through collecting the data. We can also call hypothesis as a theoretical answer.

In forming this hypothesis, the researcher regards the research question in this study:

How is the implementation of using Dictogloss technique in the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 in solving the students' problem in listening and understanding British spoken texts?

Ho : SLUA \neq UDT

Ha : SLUA = UDT

Ho : there is no any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique.

Ha : there is any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique.

SLA : Students Listening and Understanding Ability

UDT : Using Dictogloss Technique

In formulating the hypothesis, the writer consider many journals conducting research by using dictogloss technique in tackling many difficulties undergone by students in teaching and learning process, and most of the journal proved that it is working and give a significant result for students. According to the theory also, dictogloss is a good and active technique to encourage and increase the students' activeness, because they are not only listening but also understanding by constructing a reconstruction text using their own words. They are also asked to do it in a small group in order to complete missed information each other. It even stimulates students to be active and do not feel confident, because the students who is able will try to lead the students whom less ability in catching idea. So, dictogloss will be an effective technique as

an alternative technique to be used not only for academic ability of students but also the students' psychological condition.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about place and time of the study, research method, population and sample, technique of data collecting, and technique of data analysis.

1. Place and Time of The Study

a. Research Setting

The researcher conducted this study in EFL Students of English language education major of Walisongo State Islamic University in academic year 2017/2018.

b. Research Time

The researcher was conducted in 2 weeks, from the 4th week of April 2018 until the 1st week of May 2018, and the researcher had been already done survey in Desember 14th 2017 in order to know how deep students' understanding in catching idea of spoken texts by using British and American accent and comparing whether both of those accents which one is easier and more difficult.

2. Research Method

In this research, researcher used quantitative method in the form of experimental research. According to the research setting, there are 3 research method; experimetal research, survey, and naturalistic (qualitative research). Treatment is applied in n experimental research. So that experimental research is a kind of research method used to look for the influence of special treatment to the other condition which is controlled.¹ The aim of the writer conducting this research is to know the significant influence in applying new technique in helping EFL students; Dictogloss technique, in solving their difficulties in listening and understanding British spoken text.

The researcher used pre-experimental design. Experimental research is divided into three designs. There are pre-experimental design, true experimental design, and quasi experimental design. Pre-experimental design is not a true experimental research because in conducting this research possibly other variable involves to influence in forming the independent variable. The the result is coming from a dependent variable. It happens because the existance of group control is none and the sample is chosen not randomly.

The type of pre-experimental used here was one-group pretest-posttest design. It is one of the types of pre-experimental design; one-shot case study, one-group pretest-posttest design, and intact-group comparison. This design is different from one-shot case study because in this design pretest is conducted. So the result is more accurate because it can be compared by analysing before and after applying treatment in the current class.

$$O_1 \times O_2$$

O_1 : pretest score

¹Sugiyono.2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. p. 107.

O₂ : post-test score

$$\text{Result} : (O_2 - O_1)$$

3. Variable of The Study

There are two variables used in this study. The variables are; (1) Dependent variable or Y variable is solving problem in listening and understanding British spoken texts, and (2) Independent variable or X variable is using Dictogloss technique in EFL students.

4. Population and Sample

The population of this study was the second semester of English language education students in UIN Walisongo Semarang. There three classes; PBI 2A, PBI 2B, and PBI 2C. The researcher took PBI 2A as the sample of the study with several considerations. First, after the researcher conducted a survey, then the result was most of PBI 2A students preferred to use American accent than British accent. Second, they thought that British accent was more difficult than American accent. Third, when they were tested by using two spoken text which was named as audio 1 (British accent) and audio 2 (American accent), they were easier to listen and guess every word listened to them. The technique used by the research in taking sample was *simple random sampling*. In PBI 2A, there are 33 students.

Table 3.1
The list of PBI 2A

No.	Name
1.	Indah Mutia L.
2.	Yunita W.
3.	Anjar Widiyanti
4.	Nafilatun Nafi'ah
5.	Meli Ana S.
6.	Hany Ira K.
7.	Qowi Millati
8.	Ainun H.
9.	Rakhma M.B.
10.	Nuvika Nastiti W.
11.	Mila Andiliya
12.	Nida Aya Sofia
13.	Isti'anah A.N.
14.	Afifatuz Zahroh
15.	Lovqian A.
16.	Sofi Mislal K.
17.	Adib K.
18.	Eva Lutfi M.
19.	Sofiatun Nisa A.
20.	Ela Maryam S.
21.	Kurniasasi N. Kh.
22.	Ahmad Agung P.
23.	Rizka Dwi K.
24.	Nur W. N.
25.	Rewang F. P

26.	Nurul Istiqomah
27.	Miftah Ikmal
28.	Lilis
29.	Qurrotun A.
30.	Alma Ikhtiara
31.	Erva Yunita
32.	Asmaha A. R.
33.	Naila Izzati Z.

There two designs in taking sample, *probability design* and *non-probability design*.² *Simple random sampling* is included in probability design sampling. The way of taking sample by using this technique is by giving different number to every person in a population, then sample will be chosen randomly. In this study, the researcher directly chose PBI 2A as the sample randomly, but then it was strengthened by conducting survey. The result totally supports the researcher as it has been mentioned above. The strength of using this technique are: (a) the researcher do not need to know the population's background, (b) the researcher is free from clarification that is possible to happen, (c) the researcher is easier to analyze the data. Regarding to the first strength stated above, the researcher still claims that the background of the population at least students that they will be the sample of this study is important. So, that's why even the researcher has already decided from the first that PBI 2A will be the sample of this study, but the researcher still conducted a survey in order to know the students' need and proper to be treated by using Dictogloss technique to solve their problems in listening and understanding British spoken texts.

The weakness of using this technique are: (a) the researcher cannot maximalize the ability of knowing population's background and (b) the high possibility error happening in taking sample is bigger than using other techniques. The researcher has already anticipated to prevent in order to minimize those possibilities.

Finally, the samples are not taken totally random by the researcher, because after deciding to choose PBI 2A, it is supported by conducting survey and knowing students ability which can be considered that they need special treatment to tackle their difficulties in listening and understanding British spoken texts.

5. Technique of Data Collection

In this study, the researcher used pre-test and post test as the data collection technique. Pre-test is used to know the students' ability in listening and understanding British spoken text before giving a treatment by using dictogloss technique. A news taken from BBC which is known as a British news as the audio must be listened by the students. Then they will be asked to answer several questions provided by the researcher. Then post test is used to measure the students improvement after applying a technique in order to know that the way of tackling the students' difficulties work well or not. Those tests will be conducted after the questions have already been tested its validity and reliability by asking to the expert on it; the lecturer of listening subject in UIN Walisongo Semarang. Then pretest and post test in writing part

²Jonathan Sarwono. 2006. *Penelitian Kuantitatif and Kualitatif*. Yogyakarta: Graha Ilmu. pp. 114-115.

especially will be assessed by using analytic scoring rubric developed by Jacobs et al's (1981) as cited in Hughes' book. The researcher did the same assessment like Eva Shofiyah in her Thesis in 2015, *The Effectiveness of Dictogloss Technique in Teaching Writing on Narrative Text*.

Table 4.1
Analytic Scoring Rubric

Content	8-7	Excellent to very good: substantive, through development of topic, effective and appropriate details of topic or story. Good to average: adequate range, adequate development of topic, sufficient details of topic or story. Fair to poor: little substance, inadequate development of topic and detail. Very poor: non-substantive, not pertinent, or not enough to evaluate.
	6-5	
	4-3	
	1-2	
Organization	8-7	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive. Good to average: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing. Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing. Very poor: does not communicate, no organization, or not enough to evaluate.
	6-5	
	4-3	
	1-2	
Vocabulary	8-7	Excellent to very good: effective word choice and usage, word form mastery. Good to average: occasional errors of word form, choice, usage but meaning not obscured. Fair to poor: frequent errors of word form, choice, usage, meaning confused or obscured. Very poor: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
	6-5	
	4-3	
	1-2	
Language use	8-7	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions. Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, meaning confused or obscured. Very poor: virtually no mastery of sentence
	6-5	
	4-3	
	1-2	

		construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	8-7	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	6-5	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	4-3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	1-2	Very poor: no mastery or conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

6. Technique of Data Analysis

The data that have already gotten from the the first phase (pretest) until the last phase (post test) are compiled by the researcher. Then the researcher analyzes the effectiveness of using dictogloss technique in EFL students in solving problem in listening and understanding British spoken texts. The formula used by the researcher is:³

$$\text{Result} : (O_2 - O_1)$$

O_1 : pretest score

O_2 : post-test

The steps of analyzing the data specifically are as follows:

- a. Scoring of pretest before using dictogloss technique.
- b. Scoring of post test after using dictogloss technique.
- c. To find out the significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique, the researcher counts mean and deviation standard. The researcher uses the formula as follows:

1. Mean

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

X : the mean

f : frequency

x : middle score of the interval class

N : number of sample

2. Deviation Standard

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

i : the width of interval

f : frequency

x : coding

x : score of x

N : number of sample

3. Analyzing the differentiation between the result before and after using dictogloss technique

$$SE_{My} = \frac{SD_y}{\sqrt{N_1-1}}$$

$$SE_{Mx} = \frac{SD_x}{\sqrt{N_2-1}}$$

³ Sugiyono. 2011. *Metode Penelitian Kuantitatif kualitatif dan R&D*. Bandung: Alfabeta. pp. 74-75.

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

Note:

SE : Standard error

Y : Pretest

X : Post test

The researcher also categories the score of the test of the students into five criteria⁴, as follows:

Score	Classification
85 – 100	Very Good
70 – 84	Good
55 – 69	Enough
40 – 54	Poor
0 – 39	Very Poor

To examine if there is any significant difference between dependent variable (Y) and independent variable (X) can be seen by using the researcher statistic hypothesis:

Ho : SLUA ≠ UDT

Ha : SLUA = UDT

Ho : there is no any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique.

Ha : there is any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique.

SLA : Students Listening and Understanding Ability

UDT : Using Dictogloss Technique

⁴ Nadiah Ma'mun, Ma'rifatul Fadhillah, and Nuna Mustikawati. 2014. *The Effect of Multiple Intelligence Approach In the Teaching of Reading Comprehension. Research Report. UIN Walisongo Semarang. p. 61.*

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

In this chapter, the researcher delineates the data collected and the result of data analysis. Generally, the objective of this research is to investigate the effectiveness of using dictogloss technique in EFL students in solving problem in listening and understanding British spoken texts.

There were thirty five students who studied intermediate listening and thirty three of them were given pretest and post test. The pretest measures the student's ability in listening and understanding British spoken texts before applying Dictogloss technique, while post test was given to comprehend the student's ability in listening and understanding British spoken texts after implementing the technique.

A. Research Findings

1. The Implementation of Dictogloss in Second Semester of English Language Education Department Students (PBI 2A)

The treatments were conducted by the researcher twice after giving pretest and before post test. Dictogloss technique was implemented by the researcher when she was also being the teacher. Dictogloss was implemented to solve the students' problem in listening and understanding British spoken texts.

When in the first treatment, using Dictogloss technique was started by the researcher. The procedures used by the researcher were: preparation, dictation, reconstruction, and correcting and analysis. In preparation, the researcher introduced Dictogloss technique to the students related to the stages of the technique itself. After that, she was also introduce the differences of both accents which were American and British accent by letting them by them selves first by giving the list of vocabularies and also the phonetic transcription of how to pronounce it whether in American or British style. Then the researcher explained the differences according to the real material. In dictation, the teacher read the text twice. In the first dictation, they may not take some notes, and the second dictation, they write as much as possible the information they got. In reconstruction, students were divided into several small groups. They did reconstruction in a group, so they would complete the information each other. Then in the last step, correcting and analysis, students were giving feedback and correction of other group's work related to the content, language use, vocabulary, etc.

The weakness of the first treatment was that students felt still a bit confused about the technique, but they did the procedures well. Meanwhile the strengths of the first treatment were that students tried to listen and focus on the text spoken using British accent. The researcher successfully engaged the attention of the students. Again, they did the reconstruction and giving feedback well to the other students.

The second treatment which was using Dictogloss technique to solve the students' problem in listening and understanding British spoken texts were done by the researcher well. The activities done by the researcher at that moments were preparation, dictation, reconstruction, and correction and analysis. In preparation, the researcher explained the what the Dictogloss technique again to the students because they were confused in the first treatment. Then after that, the researcher gave the the list of vocabularies which would be used in the text spoken by the researcher using British accent. They are asked to find out and understand the meaning of every vocabulary. In dicatation, the researcher read the text twice as in the first treatment and the rules were same too. In making the reconstruction text, students were still divided into several small groups. They made it in group also. Then the last step was correction and analysis. It was done by giving the feedback and also correction the other group's work related to the content, language use, vocabulary, etc.

The weakness of the first treatment was solved in the second treatment. They showed their improvement in listening and understanding British spoken texts, and it was proven by seeing the reconstruction text they made. They were more confident. So, the researcher more successfully engaged, did the procedures, managed, and control the class. For the effect of the twice treatments conducted by the researcher to the students will be described more in the next explanation.

2. The Result of Conducting Pretest and Post Test (after giving twice treatments)

In this study, the result of the conducted tests which were to measure the student's ability in listening and understanding British spoken texts before and after being taught by using Dictogloss technique are gotten as analysis the data which will test the use of the technique in order to solve their problems in listening and understanding British spoken texts.

After giving pretest the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique, the researcher finds the highest score is 87 and the lowest score is 34 from the data of thirty three students.

Table 4.1

The frequency distribution of student's ability of listening and understanding British spoken texts before being taught by using Dictogloss technique.

Interval	Tally	(F)	(%)
34 - 43	<i>IIII</i>	5	15.2
44 - 53	<i>IIII II</i>	7	21.2
54 - 63	<i>IIII</i>	5	15.2
64 - 73	<i>IIII IIII II</i>	12	36.4
74 - 83	<i>III</i>	3	9

84 - 94	<i>I</i>	1	3
		33	100

From the data above, the researcher makes the bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique as follows:

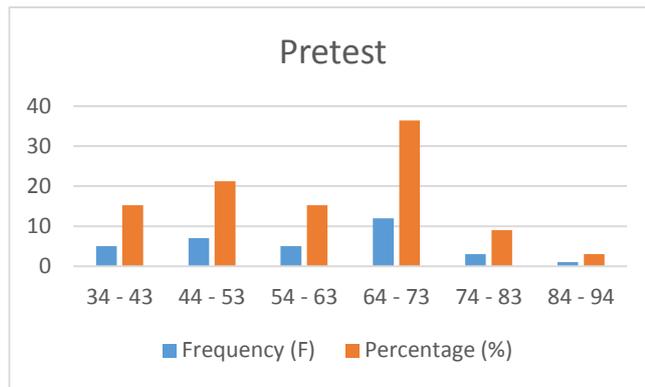


Figure 4.1 The bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique.

Regarding to the pretest result, the researcher will use just twenty one pretest scores of students which will be counted and compared with the post test later because twelve students were incompleted in joining two treatments conducted by the researcher in the classroom. The pretest can be calculated on the the table frequency as follows:

Table 4.2

The frequency distribution of student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique.

Interval	Tally	(F)	(%)
34 - 44	<i>IIII</i>	4	19
45 - 55	<i>IIIII</i>	5	23.8
56 - 66	<i>IIII</i>	4	19
67 - 77	<i>IIIII II</i>	7	33.3
78 - 88	<i>I</i>	1	4.8
		21	100

From the data above, the researcher makes the bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique as follows:

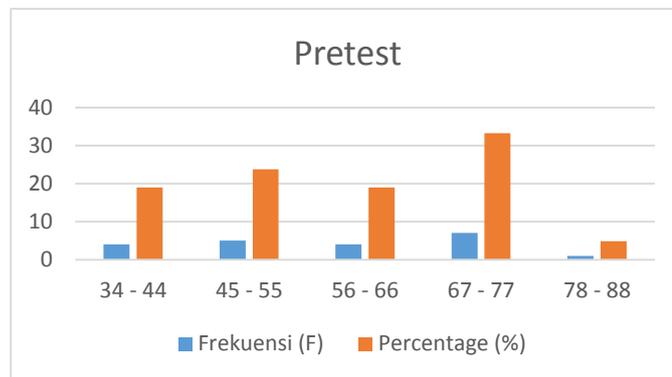


Figure 4.2 The bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique.

Based on the table above, it can be concluded that the highest frequency is in the interval score between 67 – 77, and the lowest frequency happens in the interval score between 78 – 88. Then the researcher finds the average (mean) of the pretest is 58.62 and the deviation standard is 13.87. The complete description is presented in Appendix. The mean of the pretest result which was conducted to measure student's ability of listening and understanding British spoken texts before being taught by using Dictogloss technique shows that it is included as sufficient or enough criterion.

The researcher continued by giving treatment twice then it was ended by giving post test to get the data result after being taught by using Dictogloss technique. After conducting the post test, the researcher got 93 as the highest score and 46 as the lowest score. The post test can be calculated on the the table frequency as follows:

Table 4.3

The frequency distribution of student's ability of listening and understanding British spoken texts after being taught by using Dictogloss technique

Interval	Tally	(F)	(%)
46 – 55	<i>IIII</i>	4	19
56 – 65	<i>IIII</i>	4	19
66 – 75	<i>IIII</i>	4	19
76 – 85	<i>IIIII</i>	5	23.8
86 – 95	<i>IIII</i>	5	23.8
		21	100

From the data above, the researcher makes the bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique as follows:

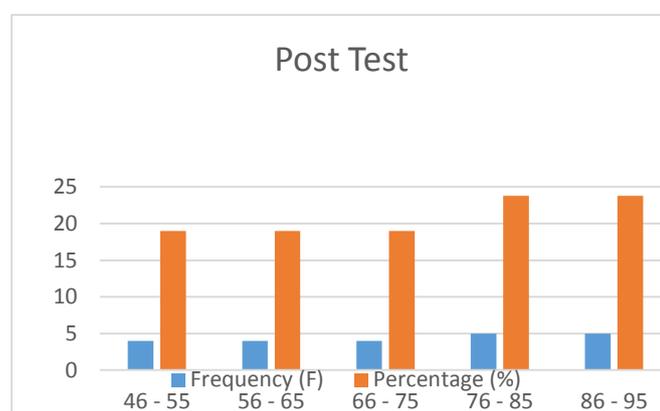


Figure 4.3 The bar diagram of the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique.

Based on the bar diagram above, it can be concluded that the researcher finds the average (mean) of the pretest is 73.48 and the deviation standard is 14.59. The complete description is presented in Appendix. The mean of the pretest result which was conducted to measure student's ability of listening and understanding British spoken texts before being taught by using Dictogloss technique shows that it is categorized as good criterion.

The significant difference of the student's ability in listening and understanding British spoken texts before and after being taught by using Dictogloss technique.

Table 4.4

The Ability in Listening and Understanding British Spoken Texts Before and After Being Taught by Using Dictogloss Technique

No.	Research Result	N	Mean	SD
1.	Before being taught using Dictogloss technique	21	58.62	13.87
2.	After being taught using Dictogloss technique	21	73.48	14.59

After calculating by using T test, the researcher gets $t_0 = 3.30$ was higher than t-table. The level of significance of 5% is 2.086. It is gotten from the degree of freedom (df) = $N - 1 = 20$, so then t_0 is higher than t-table ($t_0 > t\text{-table} = 3.30 > 2.086$). It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Regarding to the result, so it can be concluded that there is any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique. It can be inferred also that using dictogloss technique in order to decrease the students's difficulties in listening and understanding British

spoken texts is good technique to be implemented as the alternative technique because it gives significant difference for the students' ability itself.

B. Hypothesis Testing

According to Sugiyono, Hypothesis is a temporary answer of the research question. It can be accepted and it is also possible to be rejected.

Hypothesis used by the researcher in this research are as follow:

$$H_a = t_0 > t_t$$

The hypothesis shows that the students's ability in listening and understanding British spoken texts after being taught by using Dictogloss technique is higher than before using Dictogloss technique. So, Dictogloss technique as an alternative technique in solving problem in listening and understanding British spoken texts is effective.

$$H_0 = t_0 < t_t$$

The hypothesis shows that the students's ability in listening and understanding British spoken texts after being taught by using Dictogloss technique is lower than before using Dictogloss technique. So, Dictogloss technique as an alternative technique in solving problem in listening and understanding British spoken texts is not effective.

After the researcher used t-test formula, the result of the significance difference of the student's ability in listening and understanding British spoken texts after being taught by using Dictogloss technique is 3.63 was higher than t-table. The level of significance of 5% is 2.086. It is gotten from the degree of freedom (df) = $N - 1 = 20$, so then t_0 is higher than t-table ($t_0 > t\text{-table} = 3.63 > 2.086$). It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It also shows that using Dictogloss technique in EFL students in solving problem in listening and understanding British spoken texts is effective.

C. Discussion

In finding the significant difference of using Dictogloss technique in solving the students' problem in listening and understanding British spoken texts, the researcher conducted a pretest to the students in order to know the students' ability for particularly in listening and understanding British spoken texts. Several questions were provided by the researcher that would be used as the pretest question and those all questions have been checked the validity and the reliability to the experts.

After conducting the pretest, the researcher got the highest score is 87 and the lowest score is 34. From the data, the mean is 58.62 and the standard deviation is 13.87. They couldn't do the pretest maximally because many students got difficulties in listening and understanding British spoken texts.

According to the researcher's experience while she was teaching in a classroom, most of students were difficult to listen and even understand what the speaker's say. They thought that every words said was unclear, so most of them were also misunderstanding, and

the effect is that they cannot maximally catch the idea of the audio. In the pretest they were asked to determine the title of the audio but most of them failed in inferring the title of the audio. Then they were difficult to answer 5 WH questions for especially *how* questions, because they need more data to explain and give detailed answer. As we know that *how* questions mean that the questions need to know the process, condition, etc, so it is not really easy at all while the audio is not clear enough using British accent, according to the students. In reconstructing and arranging the information they got are hard to be done. The problems undergone by most of students are in content, language use, and mechanics. Based on those facts, the students need to be treated other technique to solve their problems in listening and understanding British spoken texts.

The post test was conducted by the researcher to the students in order to know the students' ability for particularly in listening and understanding British spoken texts after being taught by using Dictogloss technique. Several questions were provided by the researcher that would be used as the pretest questions and those all questions have been checked the validity and the reliability to the experts.

The researcher got that the result of the post test is higher than the pretest. The highest score is 93 and the lowest score is 46. From the data, the mean is 73.48 and the standard deviation is 14.59. They have more improvement in doing their post test after being taught by using Dictogloss technique twice in their class. The result can be categorized as good criterion.

Dictogloss technique contributes to the development of student's ability in listening and understanding British spoken texts. Four procedures help students to solve their problems. They are preparation, dictation, reconstruction text, and correction and analysis. By giving the vocabulary related to the audio will be played as the part of preparation successfully made them easier to catch the idea for particularly in answering and writing the information, question number four. Group work in making reconstruction gives them opportunity to complete the information and increase their understanding. It also help them to improve their self-confidence psychologically. Then, the problems undergone by students before being taught by using Dictogloss technique sooner are gone.

Regarding to those explanations, it can be concluded that using Dictogloss technique can be a good technique to solve the students' problems in listening and understanding British spoken texts in EFL students.

The student's ability in listening and understanding British spoken texts before and after being taught by using Dictogloss technique is different. According to the mean of both tests, the result of post test is higher than pretest. It happens after the researcher gave the students twice treatment using new technique in solving their problems in listening and understanding British spoken texts.

The researcher used t-test formula, the result of the significance difference of the student's ability in listening and understanding British spoken texts after being taught by using Dictogloss technique is 3.30 was higher than t-table. The level of significance of 5% is 2.086. It is gotten from the degree of freedom (df) = $N - 1 = 20$, so then t_0 is higher than t-table ($t_0 > t\text{-table} = 3.30 > 2.086$). So, it can be concluded that there is significant difference

of student's ability in listening and understanding British spoken texts after being taught by using Dictogloss Technique.

The mean of the student's ability in listening and understanding British spoken text after being taught by using Dictogloss technique is higher than before being taught by using the technique. The mean after is 73.48 and before is 58.62. It shows that using dictogloss technique gives positive impact to students.

Based on the result above, it can be concluded that using Dictogloss technique is good in solving the students' problems in listening and understanding British spoken texts. It can decrease the students' difficulties and broaden their horizon to not only listening to the same audio using the same accent which is American but they can also try other accent that can help them not only in their academic life but also in their social life. Using dictogloss technique also increases their self-confidence. It proves when students are making the reconstruction text in a group. They can support and complete each other. Dictogloss technique can be used by teacher as an alternative technique in solving problem in listening and understanding British spoken texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher wants to write about the conclusion from the previous chapters have been discussed. According to the result of the data analysis, it can be concluded that using Dictogloss technique in EFL students in order to solve their problems for particularly in listening and understanding British spoken text is a good and an effective way. It can be proven by the improvement of the students after being taught by using Dictogloss technique. the result is higher than before being taught using the technique. The ability of students in listening and understanding British spoken texts before being taught by using Dictogloss technique is gatergorized as sufficient or enough criterion. It can be seen from the result of the pretest conducted by the researcher before giving twice treatment in the the EFL class. The lowest score is 36 and the highest score is 87. The mean is 58.62 and the deviation standard is 13.87. The ability of students in listening and understanding British spoken texts after being taught by using Dictogloss technique is gatergorized as good criteroin. It can be seen from the result of the pretest conducted by the researcher before giving twice treatment in the the EFL class. The lowest score is 46 and the highest score is 93. The mean is 73.48 and the deviation standard is 14.59.

There is any significant difference between the listening and understanding British spoken texts ability of the second semester of English language education department students of UIN Walisongo Semarang in academic year 2017/2018 before and after being taught by using Dictogloss technique. It is 3.30 that is higher than t-table. The level of significance of 5% is 2.086. It is gotten from the degree of freedom (df) = $N - 1 = 20$, so then t_0 is higher than t-table ($t_0 > t\text{-table} = 3.30 > 2.086$. It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

B. Suggestion

According to the conclusion of the researcher, there are some suggestions as follows:

1. For English lecturer

English lecturer is suggested to use Dictogloss technique because it has many benefits, students will be more focused, dictogloss also offers a unique combination of teaching listening comprehension and the assessment of students' listening ability, and it increases the students' self-confidence and responsibility. This research proved that using dictogloss technique contrubutes significant difference in increasing students' ability in listening and understanding particularly British spoken texts. So, it can be tried also to solve other students' problems.

2. For students

Students should broaden their horizon by studying hard including listening and understanding other accent for especially British accent. Students should not think that

British accent is difficult to be understood. Even they have to be able to speak by using British because it proves that they understand part of other country's cultures, so they will be easier to be accepted. Knowing British accent well will help students in preparing IELTS, because nowadays the test is needed for continuing study in abroad.

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APPENDIXES



PRETEST

Name :

Class :

Day/Date :

Answer the following questions!

1. What is the title of the text?
2. Why did Malala do struggling the girls' right to go to school?
3. Choose the correct statements below! (More than one)
 - a. Weather is the hardest thing coming to Bermingham
 - b. Malala did her education only in school
 - c. Today Malala becomes the face of 57 million out of school children
 - d. She is an unusual teenager
 - e. She was successfully get the girls' right to study in school
4. Write the information according to the text by using your own words!

Write your answers here!

Appendix 2

Audio Transcript used for post test

A day out in Bermingham for malala use of say. The sixteen years old life was transformed by the attack that nearly killed her. One year on I've been spending time with her and her family. So what have been the hardest thing about coming to Bermingham? Nothing I think. The weather of course. She is much better now than she was. But your life chages in that one moment. In seconds. Everyone's life changes to that moment. Malala was only eleven when she first spoke out for girl's right to go to school. I will get my education if it is in home, school, or any places. The world she knew was about to dissappear her home valley of swot in Northern Pakistan come on to the brutal rule of Taliban. I was afraid of my future. I dont want to see any girls to be ignored and I dont want to see any girls to be illutrating future and I dont want my future to be just sitting in the room and to be in prison and just cooking and giving birth to children and I dont to see my life in that way. For Taliban's control as short cliff but still malala's determination would came to coast. On the ninth of October last year she and her friends was travelling home on their school bus when it was stopped. She and her friend school bus . Malala was shoot in her head deliberately by the extremist. Today Malala is become the face of the world fifty seven million out of school children. She has an influence few other sixteen years old can imagine. Yet she told me, she is still she's her self as an ordinary teenager. Do you believe in a dialog with a the Taliban whether in your own country or in Afganistan, is that the way for what you think? I dont want to go deep in those issues of terrorism because it is the job of the government to do it. The job the afganistan government is well to do this and I'll also request the Taliban that do what they want to dialog. They must tell us what they want. And killing people, and flogging people, and blasting school is totally againts Islam. They are misusing the name of Islam. Islam tells us to be peacefull. Islam tell us about brotherhood. This is not the true islam which the terroris are showing gun.

Appendix 3

PRETEST ANSWER KEY

1. Malala's Story (In struggling the girls' right to go to school) 10
2. Because she worries about her future (she doesn't want to be the girl who just stays at home, give birth a baby, etc) 20
3. A, C and E 30
4. The researcher using scoring rubric for writing developed by Jacobs et al's (1981) as cited in Hughes' book. (five things will be assessed; content, organization, vocabulary, language use, and mechanics) 40

Appendix 4

PRETEST ASSESSMENT

1. Every question will be assessed according to the maximum score determined.
 - a. Question no.1 : 10
 - 5 : Malala
 - 10 : Malala’s Story
 - b. Question no. 2 : 20
 - 10 : Because she worries about her future
 - 20 : Because she worries about her future (Giving more evidences/example)
 - c. Question no.3 : 30
 - 10 : one correct answer
 - 20 : two correct answers
 - 30 : three correct answers
2. Special assessment will given for question no. 4. The researcher will use *analytic scoring rubric for writing* developed by Jacobs et al’s (1981) as cited in Hughes’ book. (the researcher did the same assessment like Eva Shofiyah in her Thesis in 2015, *The Effectiveness of Dictogloss Technique in Teaching Writing on Narrative Text*) 40

Content	7-8 Excellent to very good: substantive, through development of topic, effective and appropriate details of topic or story. 5-6 3-4 1-2 Good to average: adequate range, adequate development of topic, sufficient details of topic or story. Fair to poor: little substance, inadequate development of topic and detail. Very poor: non-substantive, not pertinent, or not enough to evaluate.
Organization	7-8 Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive. 5-6 3-4 1-2 Good to average: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing. Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing. Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	7-8 Excellent to very good: effective word choice and usage, word form mastery. 5-6 3-4 Good to average: occasional errors of word form, choice, usage but meaning not obscured. 1-2 Fair to poor: frequent errors of word form, choice, usage, meaning confused or obscured. Very poor: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use	7-8 Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions. 5-6 3-4 1-2 Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but

		<p>meaning seldom obscured.</p> <p>Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Mechanics	<p>7-8</p> <p>5-6</p> <p>3-4</p> <p>1-2</p>	<p>Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>Very poor: no mastery or conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.</p>

Appendix 5

Analytic scoring rubric for writing in Pre-test

No .	Name	C	O	V	L	M	Total
1.	Indah Mutia L.	2	3	3	3	3	14
2.	Yunita W.	7	7	6	6	6	32
3.	Anjar Widiyanti	4	4	5	4	5	22
4.	Nafilatun Nafi'ah	4	4	4	4	4	20
5.	Meli Ana S.	3	2	3	2	2	11
6.	Hany Ira K.	3	2	2	2	2	11
7.	Qowi Millati	2	2	2	2	2	20
8.	Ainun H.	3	3	3	2	2	13
9.	Rakhma M.B.	3	2	3	3	3	14
10.	Nuvika Nastiti W.	5	5	5	4	5	24
11.	Mila Andiliya	4	5	5	5	5	24
12.	Nida Aya Sofia	5	4	5	5	4	23
13.	Isti'anah A.N.	4	3	3	3	5	18
14.	Afifatuz Zahroh	5	4	3	3	3	18
15.	Lovqian A.	2	2	2	2	2	10
16.	Sofi Mislak.	4	5	5	4	5	23
17.	Adib K.	3	3	5	5	5	21
18.	Eva Lutfi M.	6	5	4	4	3	22
19.	Sofiatun Nisa A.	5	5	4	3	3	20
20.	Ela Maryam S.	4	4	3	3	3	17
21.	Kurniasasi N. Kh.	4	4	5	5	5	23
22.	Ahmad Agung P.	3	3	5	4	3	18
23.	Rizka Dwi K.	2	2	3	2	3	12
24.	Nur W. N.	5	4	4	5	4	22
25.	Rewang F. P	3	3	3	2	2	13
26.	Nurul Istiqomah	3	4	5	3	5	20
27.	Miftah Ikmal	3	3	3	3	3	15
28.	Lilis	2	3	3	3	3	14
29.	Qurrotun A.	3	5	4	4	4	20
30.	Alma Ikhtiara	2	2	2	2	2	10
31.	Erva Yunita	3	3	4	4	2	16
32.	Asmaha A. R.	4	5	5	4	5	23
33.	Naila Izzati Z.	3	4	4	2	2	15

Appendix 6

PRETEST SCORE

No.	Name	Q1	Q2	Q3	Q4	Total Score
1.	Indah Mutia L.	5	5	10	14	34
2.	Yunita W.	5	20	30	32	87
3.	Anjar Widiyanti	5	20	30	22	77
4.	Nafilatun Nafi'ah	10	20	20	20	70
5.	Meli Ana S.	10	20	20	11	61
6.	Hany Ira K.	2	20	10	11	43
7.	Qowi Millati	5	10	10	20	45
8.	Ainun H.	5	10	20	13	48
9.	Rakhma M.B.	5	10	20	14	59
10.	Nuvika Nastiti W.	10	20	20	24	74
11.	Mila Andiliya	2	20	20	24	66
12.	Nida Aya Sofia	2	20	30	23	75
13.	Isti'anah A.N.	2	20	30	18	70
14.	Afifatuz Zahroh	2	20	30	18	70
15.	Lovqian A.	10	10	20	10	50
16.	Sofi Misla K.	5	5	10	23	43
17.	Adib K.	5	5	20	21	51
18.	Eva Lutfi M.	2	20	20	22	64
19.	Sofiatun Nisa A.	2	20	20	20	62
20.	Ela Maryam S.	10	20	20	17	67
21.	Kurniasasi N. Kh.	10	20	20	23	73
22.	Ahmad Agung P.	2	10	20	18	50
23.	Rizka Dwi K.	10	20	10	12	52
24.	Nur W. N.	5	20	10	22	57
25.	Rewang F. P	5	20	20	13	58
26.	Nurul Istiqomah	10	20	20	20	70
27.	Miftah Ikmal	5	0	20	15	40
28.	Lilis	10	20	20	14	64
29.	Qurrotun A.	10	20	20	20	70
30.	Alma Ikhtiara	10	10	20	10	50
31.	Erva Yunita	5	10	10	16	41
32.	Asmahan A. R.	10	20	20	23	73
33.	Naila Izzati Z.	2	20	30	15	67

The highest score : 87

The lowest score : 34

The average score : 60

Appendix 7

Frequency Distribution of Pre-test

1. Number of data (n) = 33
2. Highest score (H) = 87, and the lowest score (L) = 34
3. Distance of score (R) = H - L = 87-34 = 53
4. Number of classes (k)
 $k = 1 + 3.3 \log n$
 $= 1 + 3.3 \log 33$
 $= 1 + 3.3 \times 1.5$
 $= 1 + 5 = 5.5$
5. Interval of classes (i) = $\frac{R}{k} = \frac{53}{5.5} = 9.6 \approx 10$

Interval	Tally	F	%
34 - 43	IIII	5	15.2
44 - 53	IIII II	7	21.2
54 - 63	IIII	5	15.2
64 - 73	IIII IIII II	12	36.4
74 - 83	III	3	9
84 - 94	I	1	3

Mean = 60

Appendix 8

The Comparison of Pretest and Post Test that will be counted

No.	Name	Pretest	Post Test
1.	Indah Mutia L.	34	65
2.	Yunita W.	87	68
3.	Nafilatun Nafi'ah	70	88
4.	Hany Ira K.	43	57
5.	Qowi Millati	45	53
6.	Ainun H.	48	80
7.	Rakhma M.B.	59	64
8.	Nuvika Nastiti W.	74	81
9.	Nida Aya Sofia	75	84
10.	Afifatuz Zahroh	70	73
11.	Sofi Mislal K.	43	81
12.	Adib K.	51	47
13.	Eva Lutfi M.	64	91
14.	Sofiatun Nisa A.	62	91
15.	Ela Maryam S.	67	93
16.	Ahmad Agung P.	50	62
17.	Rewang F. P	58	75
18.	Nurul Istiqomah	70	48
19.	Qurrotun A.	70	81
20.	Alma Ikhtiara	50	69
21.	Erva Yunita	41	92

Appendix 9

Frequency Distribution of Pre-test

1. Number of data (n) = 21
2. Highest score (H) = 87, and the lowest score (L) = 34
3. Distance of score (R) = H - L = 87 - 34 = 53
4. Number of classes (k)
 $k = 1 + 3.3 \log n$
 $= 1 + 3.3 \log 21$
 $= 1 + 3.3 \times 1.32$
 $= 1 + 3.96 = 4.96 \approx 5$
5. Interval of classes (i) = $\frac{R}{k} = \frac{53}{5} = 10.6 \approx 11$

Interval	Tally	F	%
34 - 44	IIII	4	19
45 - 55	IIIII	5	23.8
56 - 66	IIII	4	19
67 - 77	IIIII II	7	33.3
78 - 88	I	1	4.8
		21	100

Mean = 58.62

Appendix 10

Standard Deviation

The standard deviation of the pretest measuring the ability of listening and understanding British spoken texts before being taught by using Dictogloss technique.

No.	Pretest	X	X ²
1.	34	-24.62	606.1444
2.	87	28.38	805.4244
3.	70	11.38	129.5044
4.	43	-15.62	243.9844
5.	45	-13.62	185.5044
6.	48	-10.62	112.7844
7.	59	0.38	0.1444
8.	74	15.38	236.5444
9.	75	16.38	268.3044
10.	70	11.38	129.5044
11.	43	-15.62	243.9844
12.	51	-7.62	58.0644
13.	64	5.38	28.9444
14.	62	3.38	11.4244
15.	67	8.38	70.2244
16.	50	-8.62	74.3044
17.	58	-0.62	0.3844
18.	70	11.38	129.5044
19.	70	11.38	129.5044
20.	50	-8.62	74.3044
21.	41	-17.62	310.4644
			3848,952

$$SD = \sqrt{\frac{\sum x^2}{dk}} = \sqrt{\frac{3848.952}{20}} = \sqrt{192,4476} = 13.87$$

From the calculation above, the mean of the pretest score measuring the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique is 58.9 and the standard deviation is 13.87.



POST TEST

Name :

Class :

Day/Date :

Answer the following questions!

1. What is the title of the text?
2. Why did Cassy choose to change her time table of school?
3. Choose the correct statements below! (More than one)
 - a. Cassy's school is much later, start from 1.30 in the afternoon until 7 in the evening
 - b. Changing the time table of school proves that Cassy is a lazy girl
 - c. Cassy's decision is based on more than 20 years of a research in the teenage body clock
 - d. It just makes them quite difficult to concentrate and focus
4. Write the information according to the text by using your own words!

Write your answers here!

Appendix 12

Audio Transcript used for post test

School for Tired Teens

Nine in the morning and Cassy is still in bed but most schools have already started for today cassy's school now starts later much later. It runs from 1.30 in the afternoon 'til 7 in the evening. Waking up later and getting more sleep has a dramatic impact on her life at home. *"I used to get ready and annoyed mom train to wake me up. I'm sorry, but now she doesnt ready have to. I can just do it on my own"* (Cassy said). *"I don't see her you know looking tired and you know it felt so tired and your likely you know summer better better. She is much better"* (Cassy's mother said). They change the start time at cassy's school not because they think they're sick famous – a lazy, but the decision is based on more than twenty years of research in the teenage body clock. *"Already stucked againts them because they are over riding lecture by getting up quite early in the morning nor to be on time to school"* (Guy Holloway, The headmaster of Hampton Court House said). Over riding lecture what is the signs here? We are as the students to explain. *"Our body clock is located in the brain in the hypothalamus and specifically in super kite matic nuclear. This cell is reponsible for all our 24 hours timing system in human body"* (The first student said). *"In adolesece as the brain continous to grow and develop the body clock shapes to two to three hours later"* (The second student said). *"At seven o' clock starts time for teenager is the four thirty wake time for an adult"* (The third student said). *"I definitely kind of teenager in the morning I've been looked more cooperative and looked nice and I'll often be helping out and gentles out of the requirements"* (The first student said). *"In my old school time table I felt kind of grumpy in the morning but then I would where out but now it's just I'm feeling good all around because I got good sleep and good quality of sleep"* (The second student said). *"I've found the easiest concentrate in lessons where I've before sometimes she forced me to sleep in the morning. Here It's so much more easy to concentrate and just to focus on what that I have to do"* (The third student said). *"School is on now today basis whole range on issues sometimes so mean health issues public health already in terms of a nation of teenagers spefically older teenagers but they are going to school cronocally sleep the"* (Guy Holloway, The headmaster of Hampton Court House said) . It's too elite to say the changes here will mean students to master to their exam but it is hoped to widen study by oxford university will help other schools to decide whether to change their time table. BBC News.

Appendix 13

Post Test Answer Key

1. School for tired teens
2. Because it aims to have high quality of sleeping and it will make her have more concentration and focus on her school. The decision is based on more than twenty years of research in the teenage body clock.
3. A and C
4. The researcher using scoring rubric for writing developed by Jacobs et al's (1981) as cited in Hughes' book. (five things will be assessed; content, organization, vocabulary, language use, and mechanics)

Appendix 14

PRETEST ASSESSMENT

Every question will be assessed according to the maximum score determined.

1. Question no.1 : 10
 5 : (Changing) Time table of school
 10 : School for tired teens
2. Question no. 2 : 20
 10 : Because it aims to have high quality of sleeping and it will make her have more concentration and focus on her school.
 20 : Because it aims to have high quality of sleeping and it will make her have more concentration and focus on her school. The decision is based on more than twenty years of research in the teenage body clock.
3. Question no.3 : 30
 15 : one correct answer
 30 : two correct answers
3. Special assessment will given for question no. 4. The researcher will use *analytic scoring rubric for writing* developed by Jacobs et al's (1981) as cited in Hughes' book. (the researcher did the same assessment like Eva Shofiyah in her Thesis in 2015, *The Effectiveness of Dictogloss Technique in Teaching Writing on Narrative Text*) 40

Content	7-8 5-6 3-4 1-2	<p>Excellent to very good: substantive, through development of topic, effective and appropriate details of topic or story.</p> <p>Good to average: adequate range, adequate development of topic, sufficient details of topic or story.</p> <p>Fair to poor: little substance, inadequate development of topic and detail.</p> <p>Very poor: non-substantive, not pertinent, or not enough to evaluate.</p>
Organization	7-8 5-6 3-4 1-2	<p>Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</p> <p>Good to average: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing.</p> <p>Very poor: does not communicate, no organization, or not enough to evaluate.</p>
Vocabulary	7-8 5-6 3-4 1-2	<p>Excellent to very good: effective word choice and usage, word form mastery.</p> <p>Good to average: occasional errors of word form, choice, usage but meaning not obscured.</p> <p>Fair to poor: frequent errors of word form, choice, usage, meaning confused or obscured.</p> <p>Very poor: little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>
Language use	7-8 5-6 3-4	<p>Excellent to very good: effective complex instructions, few errors of agreement, tense, number, word</p>

	1-2	<p>order/function, articles, pronoun, prepositions.</p> <p>Good to average: effective but simple constryction, monir problems in complex construction, several errors of agreement, tence, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Mechanics	7-8 5-6 3-4 1-2	<p>Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>Very poor: no mastery or conventions, dominated by errors of spelling, puntuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.</p>

Appendix 15

Analytic scoring rubric for writing in Post Test

No.	Name	C	O	V	L	M	Total
1.	Indah Mutia L.	5	6	6	5	5	27
2.	Yunita W.	4	6	6	6	6	6
3.	Nafilatun Nafi'ah	7	7	7	6	6	33
4.	Hany Ira K.	3	4	4	4	4	19
5.	Qowi Millati	3	3	3	3	3	15
6.	Ainun H.	6	6	6	6	6	30
7.	Rakhma M.B.	4	5	5	5	5	24
8.	Nuvika Nastiti W.	8	7	7	7	7	36
9.	Nida Aya Sofia	6	6	6	5	6	29
10.	Afifatuz Zahroh	6	6	7	7	7	33
11.	Sofi Mislal K.	4	6	6	4	6	26
12.	Adib K.	4	5	5	5	5	24
13.	Eva Lutfi M.	7	7	8	7	7	36
14.	Sofiatun Nisa A.	8	7	7	7	7	36
15.	Ela Maryam S.	8	7	7	8	8	38
16.	Ahmad Agung P.	3	4	5	6	6	24
17.	Rewang F. P	6	6	7	5	6	30
18.	Nurul Istiqomah	5	5	5	5	5	25
19.	Qurrotun A.	4	6	6	4	6	26
20.	Alma Ikhtiara	6	6	7	6	6	31
21.	Erva Yunita	7	8	8	7	7	37

Appendix 16

POST TEST SCORE

No.	Name	Q1	Q2	Q3	Q4	Total Score
1.	Indah Mutia L.	3	5	30	27	65
2.	Yunita W.	5	5	30	28	68
3.	Nafilatun Nafi'ah	5	20	30	33	88
4.	Hany Ira K.	3	5	30	19	57
5.	Qowi Millati	3	5	30	15	53
6.	Ainun H.	5	15	30	30	80
7.	Rakhma M.B.	5	5	30	24	64
8.	Nuvika Nastiti W.	5	10	30	36	81
9.	Nida Aya Sofia	5	20	30	29	84
10.	Afifatuz Zahroh	5	5	30	33	73
11.	Sofi Mislak.	5	20	30	26	81
12.	Adib K.	3	5	15	24	47
13.	Eva Lutfi M.	5	20	30	36	91
14.	Sofiatun Nisa A.	5	20	30	36	91
15.	Ela Maryam S.	5	20	30	38	93
16.	Ahmad Agung P.	3	5	30	24	62
17.	Rewang F. P	5	10	20	30	75
18.	Nurul Istiqomah	3	5	15	25	48
19.	Qurrotun A.	5	20	30	26	81
20.	Alma Ikhtiara	3	5	30	31	69
21.	Erva Yunita	5	20	30	37	92

The highest score : 93
The lowest score : 47
The average score (Mean) : 73.48

Appendix 17

Frequency Distribution of Post-test

1. Number of data (n) = 21
2. Highest score (H) = 93, and the lowest score (L) = 46
3. Distance of score (R) = $H - L = 93 - 47 = 46$
4. Number of classes (k)
 $k = 1 + 3.3 \log n$
 $= 1 + 3.3 \log 21$
 $= 1 + 3.3 \times 1.32$
 $= 1 + 3.96 = 4.96$
5. Interval of classes (i) = $\frac{R}{k} = \frac{46}{4.96} = 9.27 \approx 10$

Interval	Tally	F	%
46 - 55	IIII	4	19
56 - 65	IIII	4	19
66 - 75	IIII	4	19
76 - 85	IIIII	5	23.8
86 - 95	IIII	5	23.8
			100

Mean = 73.48

Appendix 18

Standard Deviation

The standard deviation of the pretest measuring the ability of listening and understanding British spoken texts after being taught by using Dictogloss technique.

No.	Post Test	X	X ²
1.	65	-8.48	71.9104
2.	68	-5.48	30.0304
3.	88	14.52	210.8304
4.	57	-16.48	271.5904
5.	53	-20.48	419.4304
6.	80	6.52	42.5104
7.	64	-9.48	89.8704
8.	81	7.52	56.5504
9.	84	10.52	110.6704
10.	73	-0.48	0.2304
11.	81	7.52	56.5504
12.	47	-26.48	701.1904
13.	91	17.52	306.9504
14.	91	17.52	306.9504
15.	93	19.52	381.0304
16.	62	-11.48	131.7904
17.	75	1.52	2.3104
18.	48	-25.48	649.2304
19.	81	7.52	56.5504
20.	69	-4.48	20.0704
21	92	18.52	342.9904
			4259.238

$$SD = \sqrt{\frac{\sum x^2}{dk}} = \sqrt{\frac{4259.238}{20}} = \sqrt{212.9619} = 14.59$$

From the calculation above, the mean of the pretest score measuring the student's ability in listening and understanding British spoken texts before being taught by using Dictogloss technique is 73,48 and the standard deviation is 14,59.

Appendix 19

Lesson Planning

University	: UIN Walisongo Semarang
Subject	: Intermediate Listening
Class/Semester	: English Language Education 2A (PBI2A)/II
Material	: Comprehending British Accent by listening and understanding British News
Time Allocation	: 2 sks (2x50 minutes)

A. Learning Target

This course will develop students' ability to understand spoken English at the Intermediate level at a variety of academic conversations between two speakers, monologs, talks, short speeches of general academic interests in enhancing their Listening Comprehension.

B. Subject Description

This course includes the exercises of academic conversations between two speakers, monologs, talks, short speeches of general academic interests. The students are asked to more practice and be more familiar in Listening Skills through some authentic materials of Spoken English such as; IELTS section 1-3, TOEFL part A & B, Podcast on Internet, News websites BBC CNN VOA, YouTube, Western songs, Ted.com, Movies and TV Shows in English.

C. Target and Indicators

Target	Indicators
Students are able to understand academic Monologs or dialogues, Live TV and catching words in a song.	<ol style="list-style-type: none">1. Students are able to understand British accent.2. Students are able to understand the content of the news (5W + 1H).3. Students are able to determine the correct and incorrect information according to the news.4. Students are able to arrange and explain the information from the news.5. Students are able to present the result of the arrangement information made.

D. The Objectives of Learning

Spiritual and Social Competence

1. Students are fired up in learning English.
2. Showing confidence and respecting each other in listening and understanding the news played.

Knowledge and Skill Competence

1. Students are able to comprehend British accent
2. Students are able to listen and understand vocabularies and information mentioned in the news.
3. Students are able to identify the generic structure and the language features of the news.
4. Students are able to arrange the reconstruction text by using their own words.
5. Students are able to present their work in front of class.

E. Learning Material

News Item

a. Social Function

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

b. Schematic/Generic Structure

- 1) Newsworthy Event
Recounts the events in summary form
- 2) Background Events
Elaborate what happened, to whom, in what circumstances
- 3) Sources
Comments by participants in, witnesses to and authorities expert on the event

c. Language Feature

- 1) Short, telegraphic information about story captured in headline
- 2) Use of material processes to retell the event
- 3) Use of projecting verbal processes in source stage
- 4) Focus on circumstances

F. Learning Method

Approach :Scientific Approach

Method :Observation - Practice

Technique: Discussion and group work by using Dictogloss technique

G. Media, Tools, and The Source of Learning

Media : PowerPoint, video

Tools : Laptop, LCD, boardmarker, Speaker, worksheet

The source of Learning :

- 1. Entika Fani Prastikawati and Siti Musarokah. 2010. *Writing 3*. IKIP PGRI Semarang.
- 2. BBC News

H. Learning Activities

Activity	Procedure	Time
		Minute
Opening	<ul style="list-style-type: none"> 1. Students give response to the teacher’s greeting. 2. Teacher checks the students’ attendance. 3. Students prepare physically and mentally for following the learning process. 4. Students are given motivation by teacher using <i>Brain Gym</i> 5. Students answer questions given by the teacher related to the material will be learned. 6. Teachershows power point slides for brainstorming. 7. Students know their aim of learning or basic competence must be reached. 	<p>5 Minutes (PPK : Integrity)</p> <p>Picture Analysis (Literation)</p>
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> 1. Students are divided into several small groups 	15 Minutes

	<p>using <i>counting</i> and they will gather with the same number.</p> <p>2. Teacher shares two papers which consist of materials will be taught for every group.</p> <p>3. Members of group name their group.</p> <p>4. Every group will discuss about;</p> <ul style="list-style-type: none"> ✓ The differences between British and American Accent. ✓ The social function of news. ✓ Determining the difficult words. <p>5. Teacher and students are discussing together.</p> <p style="text-align: center;">Questioning</p> <p>6. Students are given opportunity to ask everything about the learning material.</p> <p style="text-align: center;">Experimenting</p> <p>7. Students make a new group.</p> <p>8. Teacher asks students to prepare and they will be given a paper.</p> <p>9. Teacher dictates a news using British accent in normal speed twice. The first, students are asked just for listening carefully. Then the second dictation, students may take some notes such keywords and the important point according to the news in order to help them when they make reconstruction text.</p> <p>10. Students are instructed to make a reconstruction text using their own words by compiling every notes taken by every students in a group.</p> <p>11. Then one of the members write the reconstruction text a HVS paper provided by the teacher.</p> <p>12. Teacher and students are correcting the text together.</p> <p style="text-align: center;">Associating</p> <p>13. After reconstructing the text, students exchange the text to other group.</p> <p>14. Then students are asked to analyze and correct the reconstruction of other group related to the idea, content, structure, vocabulary used, and language use through the</p>	<p>4 C Collaboration</p> <p>4 C/ Creative</p> <p>4C Communication and critical thinking</p> <p>5 Minutes 4C/ Collaboration</p> <p>30 Minutes</p> <p>4C/ critical thinking</p> <p>20 Minutes</p>
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	<p>guidance of the teacher.</p> <p>15. Every group gets the original version of the text.</p> <p>16. Then every group is given feedback by other group.</p> <p style="text-align: center;">Communicating</p> <p>17. After analysis and correcting the text, every group edits and revises the text.</p>	15 Minutes
Closing	<p>1. Students and teacher give feedback to the learning process and the result.</p> <p>2. Students write down reflexive journal after learning process by drawing the emot icon and write comments in the paper provided by the teacher.</p> <p>3. Students listen to teacher's messages for preparing the next leaning material. Students pray in the end of the meeting.</p> <p>4. The chief of the class closes the class by praying.</p> <p>5. Then, teacher closes the class by giving motivation and greeting.</p>	5 Minutes 4C / Critical thinking

I. Assessment

1. Behavior

- a. Assessment Technique: direct assessment done by the teacher through observing and self assessment (*penilaian pribadi*)
- b. Instrument : Assessment worksheet
- c. Criteria :

No.	Behavior/Score	Instrumens
1.	Giving assessment for students shown by their confidence, cooperation, and respecting each other.	Behavior assessment worksheet

d. Instruments:

- Fill the assessment form below according to the students' behavior.

e. Social confidence assessment column (teacher's observation):

No.	Name	Confidence				Cooperation				Respecting each other			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	A	...	...	...	...	...	...	...	...	...	...	...	...
2.	B	...	...	...	...	...	...	...	...	...	...	...	...
3.	C	...	...	...	...	...	...	...	...	...	...	...	...

Note:

Confidence:

- 1= Invisible (It has not shown the sign of confidence yet).
2= Starting (It has already shown the sign of confidence)

- 3= Improving (It has already shown the consistency of confidence).
 4= Consistent (Being consistent to show their confidence)

Cooperation:

- 1= Invisible (It has not shown the sign of cooperation yet).
 2= Starting (It has already shown the sign of cooperation)
 3= Improving (It has already shown the consistency of cooperation).
 4= Consistent (Being consistent to show their cooperation)

Respecting each other:

- 1= Invisible (It has not shown the sign of respecting each other).
 2= Starting (It has already shown the sign of respecting each other)
 3= Improving (It has already shown the consistency of respecting each other).
 4= Consistent (Being consistent to show their respecting each other)

$$NA = \frac{Score}{Maximum\ Score} \times 4$$

The Conversion of Behavior Competence

Predicate	Score Competence	
	Score	Behavior
A	4	SB
A-	3.66	
B+	3.33	B
B	3	
B-	2.66	
C+	2.33	C
C	2	
C-	1.66	
D+	1.33	K
D-	1	

2. Knowledge

- a. Assessment Technique : Listening and Written Test
 b. Instrument : Listening and Essay
 c. Criteria:

No.	Indicator	Instrument
1.	Students are asked to listen the British audio and the answer the questions provided by the teacher.	Worksheet Listen to the audio and then answer the questions below!

- d. Instrument: Students' worksheet
 e. Assessment Guideline
 - Correct answer = 1
 - Incorrect answer = 0

3. Skill

- a. Assessment Technique : Written Test
 b. Instrument : Differentiating between British and American accent, and understanding the content of the text.
 c. Criteria:

No.	Indicator	Instrument
1.	Understanding the text written by using the phonetic symbol (British accent) of every words	Worksheet. Write what you get from the text below which is written by using the phonetic symbol (British accent) of every words!
2.		

- d. Instrument : (attached)
- e. Assessment Guideline

Aspect Assessed	Score	Note
The correctness of filling the blank of sentence	1	Correct answer
	0	Incorrect answer

Observer Semarang, 22May 2018
Intermediate Listening Lecterer The researcher

Nadiyah Ma'mun, M. Pd (Ilma Amalina)

British Accent Vs American Accent

Look at these following words! Then recognize both British and American accent!

Vowel

	British	American
Box	/bɒks/	/bɑ:ks/
Hot	/hɒt/	/hɑ:t/
Class	/klɑ:s/	/klæs/
Can't	/kɑ:nt/	/kænt/
Thought	/θɔ:t/	/θɑ:t/
Walk	/wɔ:k/	/wɑ:k/
Car	/kɑ:/	/kɑ:r/
Morning	/'mɔ:niŋ/	/'mɔ:rnɪŋ/
Start	/stɑ:/	/stɑ:rt/
Wanted	/'wɒn.tɪd/	/'wɑ:n.ɪd/
Notice	/'nəʊ.tɪs/	/'noʊ.tɪs/

Diphthong

Weird	/wɪəd/	/wɪrd/
Go	/gəʊ/	/goʊ/
Tomato	/tə'mɑ:təʊ/	/tə'meɪ.təʊ/
Apricot	/'eɪ.pɪrɪ.kɒt/	/'eɪ.pɪrɪ.kɑ:t/
Idyll	/'ɪdl/	/'aɪdl/

Consonant

Force	/fɔ:s/	/fɔ:rs/
Writer	/'raɪ.tə/	/'raɪ.tər/
Version	/'vɜ:ʃən/	/'vɜ:ʒən/
Erase	/'ɪreɪz/	/'ɪreɪs/
Booth	/bu:ð/	/bu:θ/

Identify the generic structure of the text below!

Jerusalem

This ancient city lies at the very heart of the Israel-Palestinian conflict, and we've seen many times how just a small change on the ground here can quickly lead to a **flare-up** and to violence. So what happens here really does matter. Jerusalem's got great religious significance of course-its old city has some of the holiest sites for Jews, Muslims and for Christians. But it's got great political significance too.

What does Israel say?

Most Israelis see Jerusalem as their "eternal undivided capital". Not long after the modern state of Israel was created in 1948, the Israeli parliament was set up in the west of the city. But it wasn't until the 1967 war with neighbouring Arab countries, that Israel captured east Jerusalem, including the Old City, and it later **annexed** it in a move that's not recognised internationally. Israeli leaders often vent their frustration that there's not recognition of full Israeli sovereignty over Jerusalem, particularly from international allies.

What about the Palestinians?

Of course, Palestinians see things starkly differently. They want east Jerusalem as their capital. And that's part of the long-standing international formula for peace here, known as the "two-state solution". Basically the idea that independent Palestinian state would be created alongside Israel, along the boundaries that existed before 1967, it's written up in UN resolutions. About a third of Jerusalemites are Palestinians, some come from families that have been here for centuries. And there are lots of ongoing tensions, particularly over the expansion of Jewish **settlements** in the east of the city, they're seen as illegal under international law but Israel disagrees.

What do international peacemakers say?

For decades, the international community has been saying that any change in the status of Jerusalem can only come about as part of a negotiated peace deal. So for now all countries with embassies in Israel keep them in or near Tel Aviv and they just have consulates in Jerusalem. But President Trump is insisting that he does want to move his embassy to Jerusalem. And he's also said he's **persuing** the "ultimate deal" of peace between Israel and the Palestinians-although he's not committed to conventional ways of achieving it. *–So I'm looking at two-state and one-state, and I like the one that both parties like. I'm very happy with the one that both parties like.* – just more evidence that with this US admits that were once seen as off-bounds, off-limits are now up for smallus **consideration**.

Dictation Text (For Teacher)

Shark Savages Creek Swimmer

By John Orr

A gold coast man was recovering in hospital last night after a shark bit him in his buttocks and right leg when he went for a moonlit swim in canal. Mr. Craig Coleman, 26 needed about 200 stitches and is waiting plastic surgery.

He went for a swim in little Tallebudgera Creek and adjoining canals to “cool off” late in Saturday night. He “dog-paddled” halfway across the stream and while having a breather, a shark, estimated, to be 1.8 long, “took a liking to him”. “I never got a look at him-who would have thought there would be sharks in the river, “Mr Coleman said yesterday. He was the second person to be attacked by a shark in the Mermaid Water canal in the past 12 months. A 10-year-old boy was attacked late last year only meters from where Mr. Coleman was bitten.

Mr. Coleman said he was unaware of previous shark attacks in Gold Coast waterways as he had recently moved from Sydney.

/ʃɑ:k/ /'sæv.ɪdʒs/ /kri:k/ /'swɪm.ə r /

/eɪ/ /gəʊld/ /kəʊst/ /mæn/ /wɒz/ /rɪ'kʌv.ə rɪŋ/ /ɪn/ /'hɒs.pɪ.t ə l/ /lɑ:st/ /naɪt/ /'ɑ:f.tə r / /eɪ/ /ʃɑ:k/ /bɪt/ /hɪm/ /ɪn/ /hɪz/ /'bʌt.əks/ /ænd/ /raɪt/ /leg/ /wen/ /hi:/ /went/ /fɔ: r / /eɪ/ /'mu:n.lɪt/ /swɪm/ /ɪn/ /kə'næl/. /'mɪs.tə r / Craig Coleman, 26 /ni:did/ /ə'baʊt/ 200 /stɪtʃɪz/ /ænd/ /ɪz/ /weɪtɪŋ/ /'plæs.tɪk/ /'sɜ:.dʒ ə r.ɪ/.

/hi:/ /went/ /fɔ: r / /swɪm/ /ɪn/ /'lɪt.l/ Tallebudgera Creek /ænd/ /ə'dʒɔɪ.nɪŋ/ /kə'nælz/ /tu:/ /'ku:l/ /ɑ:f/ /'leit/ /ɪn/ /'sæt.ə.deɪ/ /naɪt/. /hi:/ /'dɒg-/ /'pæd.l ə t/ /'hɑ:f weɪ/ /ə'krɒs/ /ði:/ /stri:m/ /ænd/ /waɪl/ /hævɪŋ/ /eɪ/ /'brɪ:.ðə r /, /eɪ/ /ʃɑ:k/, /'es.tɪ.meɪ.tɪd/, /-tə.bi:/ 1.8 /lɒŋ/, /tu:l/ /eɪ/ /'laɪ.kɪŋ/ /tu:/ /hɪm/. /'aɪ/ /'nev.ə r / /gɒt/ /eɪ/ /lʊk/ /ət/ /hɪm-/ /hu:/ /wʊd/ /hæv/ /θɔ:t/ /ðeə r/ /wʊd/ /bi:/ /ʃɑ:kz/ /ɪn/ /ði:/ /'rɪv.ə r /, /'mɪs.tə r / Coleman /sed/ /'jes.tə.deɪ/. /hi:/ /wɒz/ /ði:/ /'sek. ə nd/ /'pɜ:.s ə n/ /-tə.bi:/ /ə'tæk/ /baɪ/ /eɪ/ /ʃɑ:k/ /ɪn/ /ði:/ /'mɜ:.meɪd/ /'wɔ:.tə r / /kə'næl/ /ɪn/ /ði:/ /pɑ:st/ 12 /mʌn t θs/. /eɪ/ 10- /jɪə r /-əʊld/ /bɔɪ/ /wɒz/ /ə'tæk/ /leit/ /lɑ:st/ /-jɪə r/ /'əʊn.li/ /'mi:.tə r / /frɒm/ /weə r / /'mɪs.tə r / Coleman /wɒz/ /'bɪt.ən/.

/'mɪs.tə r / Coleman /sed/ /hi:/ /wɒz/ /'ʌn.ə'weə r / /əv/ /'pri:.vi.əs/ /ʃɑ:k/ /ə'tækz/ /ɪn/ /gəʊld/ /kəʊst/ /'wɔ:.tə.weɪz/ /əz/ /hi:/ /hæd/ /'ri:.s ə nt.li/ /mu:vd/ /frɒm/ /'sɪd.ni/.

Students' Worksheet

Dictogloss

A

B

C

Collaboration 1

Collaboration 2

D TEXT RECONSTRUCTION

Design by Jason Renshaw - <http://jasoverenshaw.typepad.com>

Exercise

/ʃɑ:k/ /'sæv.ɪdʒs/ /kri:k/ /'swɪm.ə r /

/eɪ/ /gəʊld/ /kəʊst/ /mæn/ /wɒz/ /rɪ'kʌv.ə rɪŋ/ /ɪn/ /'hɒs.pɪ.t ə l/ /lɑ:st/ /naɪt/ /'ɑ:f.tə r / /eɪ/ /ʃɑ:k/
/bɪt/ /hɪm/ /ɪn/ /hɪz/ /'bʌt.əks/ /ænd/ /raɪt/ /leg/ /wen/ /hi:/ /went/ /fɔ: r / /eɪ/ /'mu:n.lɪt/ /swɪm/ /ɪn/
/kə'næl/. /'mɪs.tə r / Craig Coleman, 26 /ni:did/ /ə'baʊt/ 200 /stɪtʃɪz/ /ænd/ /ɪz/ /weɪtɪŋ/ /'plæs.tɪk/
/'sɜ:.dʒ ə r.i/.

/hi:/ /went/ /fɔ: r / /swɪm/ /ɪn/ /'lɪt.l/ Tallebudgera Creek /ænd/ /ə'dʒɔɪ.nɪŋ/ /kə'nælz/ /tu:/
"/ku:l/ /ɑ:f/ "leit/ /ɪn/ /'sæt.ə.deɪ/ /naɪt/. /hi:/ "dɒŋ/- /'pæd.l ə t"/ /hɑ:f'weɪ/ /ə'krɒs/ /ði:/ /stri:m/
/ænd/ /waɪl/ /hævɪŋ/ /eɪ/ /'brɪ:.ðə r /, /eɪ/ /ʃɑ:k/, /'es.tɪ.meɪ.tɪd/, /-tə.bi:/ 1.8 /lɒŋ/, "tu:l/ /eɪ/ /'laɪ.kɪŋ/
/tu:/ /hɪm"/. "aɪ/ /'nev.ə r / /gɒt/ /eɪ/ /lɒk/ /ət/ /hɪm/-/hu:/ /wɒd/ /hæv/ /θɔ:t/ /ðeə r/ /wɒd/ /bi:/ /ʃɑ:kz/
/ɪn/ /ði:/ /'rɪv.ə r /, /'mɪs.tə r / Coleman /sed/ /'jes.tə.deɪ/. /hi:/ /wɒz/ /ði:/ /'sek. ə nd/ /'pɜ:.s ə n/ /-tə.bi:/
/ə'tæk/ /baɪ/ /eɪ/ /ʃɑ:k/ /ɪn/ /ði:/ /'mɜ:.meɪd/ /'wɔ:.tə r / /kə'næl/ /ɪn/ /ði:/ /pɑ:st/ 12 /mʌn t θs/. /eɪ/ 10-
/jɪə r /-/əʊld/ /bɔɪ/ /wɒz/ /ə'tæk/ /leit/ /lɑ:st/ /-jɪə r / /'əʊn.li/ /'mi:.tə r / /frɒm/ /weə r / /'mɪs.tə r /
Coleman /wɒz/ /'bɪt.ən/.

/'mɪs.tə r / Coleman /sed/ /hi:/ /wɒz/ /'ʌn.ə'weə r / /əv/ /'pri:.vi.əs/ /ʃɑ:k/ /ə'tækz/ /ɪn/ /gəʊld/
/kəʊst/ /'wɔ:.tə.weɪz/ /əz/ /hi:/ /hæd/ /'rɪ:.s ə nt.li/ /mu:vd/ /frɒm/ /'sɪd.ni/.

Answer the following questions!

5. What is the title of the text?
6. How was Mr. Craig Coleman bitten by the shark?
7. Choose the correct statements below! (More than one)
 - a. Mr. Coleman needed 26 stitches
 - b. He had never thought there would be sharks in the river
 - c. He was the second person to be attacked by shark in Mermaid Water canal
 - d. The boy was attacked by shark ten years after Mr. Coleman

Original Text

Shark Savages Creek Swimmer

By John Orr

A gold coast man was recovering in hospital last night after a shark bit him in his buttocks and right leg when he went for a moonlit swim in canal. Mr. Craig Coleman, 26 needed about 200 stitches and is waiting plastic surgery.

He went for a swim in little Tallebudgera Creek and adjoining canals to “cool off” late in Saturday night. He “dog-paddled” halfway across the stream and while having a breather, a shark, estimated, to be 1.8 long, “took a liking to him”. “I never got a look at him-who would have thought there would be sharks in the river, “Mr Coleman said yesterday. He was the second person to be attacked by a shark in the Mermaid Water canal in the past 12 months. A 10-year-old boy was attacked late last year only meters from where Mr. Coleman was bitten.

Mr. Coleman said he was unaware of previous shark attacks in Gold Coast waterways as he had recently moved from Sydney.

TEACHING OBSERVATION

Aspects of Planning Competence

Aspect	Indicator	1	2	3	4	5	6	7	8	9	10
1. Formulating objectives and/or indicators	1. Indicators are relevant to basic competence								V		
	2. The number of indicator sufficient								v		
	3. Objectives are relevant to indicators								v		
	4. Objectives are achievable, measurable								v		
	5. Objectives are sufficient								v		
	6. Objectives comprise ABCD components (Audience, Behavior, Condition, Degree)								v		
	7. Objectives use operational verbs								v		
2. Preparing materials	1. Preparing materials for regular learning.								v		
	2. Preparing materials for enrichment								v		
	3. Preparing materials for remedial learning								v		
	4. Materials are appropriate with students' cognitive development								v		
	5. Materials are appropriate with students' emotional development								v		
	6. Materials are sufficient for language exposure								v		
	7. Materials are conceptually correct								v		
	8. Materials are linguistically accurate								v		
	9. Materials are presented in context								V		
	10. Materials integrate values and culture								V		
3. Planning the activities	1. The main activities implement scientific approach, project-based learning, problem-based learning, inquiry/discovery learning, genre-based approach, task-based instruction, etc.								V		
	2. The main activities are graded appropriately								V		
	3. Activities are learner centred								V		
	4. Activities are relevant with the chosen method								V		
	5. Activities are relevant with students'								V		

	characteristics																				
	6. Activities are sufficient to achieve the objectives of learning																				V
4. Determining learning sources, media	1. Using relevant multi sources of learning																				V
	2. Employing IT-based learning media																				V
	3. Media are appropriate with objectives																				V
	4. Media are appropriate with materials																				V
5. Designing assessment and evaluation instruments	1. Assessment techniques are appropriate with indicators																				V
	2. Assessment instruments are appropriate with indicators																				V
	3. Designing instruments for assessing attitudes																				V
	4. Designing instruments for assessing knowledge																				V
	5. Providing instruments for assessing skills																				V
	6. Preparing appropriate scoring rubric for attitude																				V
	7. Preparing appropriate scoring rubric for knowledge and skill																				V
	8. The instruments knowledge comprise LOTS																				V
	9. The instruments knowledge comprise HOTS																				V
	10. There is a clear instruction																				V
6. Allocating time	There is a proportional distribution of time in the pre, main, and post activities																				V
7. Remedial	1. Remedial program is planned appropriately																				V
	2. Enrichment program is planned appropriately																				V
8. Overall arrangement	1. The lesson plan meets the standardized components																				V
	2. The lesson plan is arranged based on Basic Competence and school context																				V

Aspects of Implementing Competence

Aspect	Indicator	1	2	3	4	5	6	7	8	9	10			
1. Opening a lesson	1. Teacher motivates and makes students ready to learn											V		
	2. Teacher explains the learning goals											V		
	3. Teachers explains how the presented											V		

Appendix 21

Lesson Planning

University	: UIN Walisongo Semarang
Subject	: Intermediate Listening
Class/Semester	: English Language Education 2A (PBI2A)/II
Material	: Understanding a news spoken in British accent by using Dictogloss Technique
Time Allocation	: 2 sks (2x50 minutes)

A. Learning Target

This course will develop students' ability to understand spoken English at the Intermediate level at a variety of academic conversations between two speakers, monologs, talks, short speeches of general academic interests in enhancing their Listening Comprehension.

B. Subject Description

This course includes the exercises of academic conversations between two speakers, monologs, talks, short speeches of general academic interests. The students are asked to more practice and be more familiar in Listening Skills through some authentic materials of Spoken English such as; IELTS section 1-3, TOEFL part A & B, Podcast on Internet, News websites BBC CNN VOA, YouTube, Western songs, Ted.com, Movies and TV Shows in English.

C. Target and Indicators

Target	Indicators
Students are able to understand academic Monologs or dialogues, Live TV and catching words in a song.	<ol style="list-style-type: none">1. Students are able to understand a news spoken in British accent by using Dictogloss technique2. Students are able to understand the content of the news (5W + 1H).3. Students are able to determine the correct and incorrect information according to the news.4. Students are able to reconstruct and arrange the information from the news.5. Students are able to present the result of the arrangement information made.

D. The Objectives of Learning

Spiritual and Social Competence

1. Students are fired up in learning English.
2. Showing confidence and respecting each other in listening and understanding the news played.

Knowledge and Skill Competence

1. Students are able to comprehend a news spoken in British accent by using Dictogloss technique
2. Students are able to listen and understand vocabularies and information mentioned in the news.
3. Students are able to arrange the reconstruction text by using their own words.
4. Students are able to present their work in front of class.

E. Learning Material

1. Vocabulary Building

Target Vocabularies

- Residents : Penduduk
- Volatile : Mudah menguap
- Authorities : Hak untuk bertindak
- Closure : Penutupan
- Crater : Kawah
- Spewing : Memuntahkan
- Unleashed : Melepaskan
- Densely : Dengan rapat
- Archipelago : Nusantara
- Seismologists : Ahli gempa bumi

2. Dictation Text

Indonesia’s Merapi volcano ejects towering column of ash

In this Friday, June 1, 2018, **residents** watch as Mount Merapi erupts in Cangkringan, Yogyakarta, Indonesia. The country’s most **volatile** volcano shot a towering plume of ash about 6 kilometers (4 miles) high Friday in an eruption **authorities** said lasted two minutes. (Slamet Riyadi, File/Associated Press) 2
by Associated Press June 1

JAKARTA, Indonesia — Indonesia’s Mount Merapi erupted twice on Friday, shooting ash plumes as high as 6 kilometers (4 miles) in the sky and forcing the **closure** of two airports. The National Disaster Mitigation Agency said the volcano’s alert status, raised last month from the lowest level, was unchanged and a 3-kilometer (1.8-mile) no-go zone around the **crater** remains in force.

It said the first eruption occurred at 8:20 a.m. and lasted two minutes. Merapi erupted again in the evening, **spewing** volcanic ash as high as 2.4 kilometers (1.5 miles), the local volcanology agency said.

Materials **unleashed** by the first eruption were blown northward, forcing the temporary closure of Ahmad Yani International airport in the Central Java capital of Semarang and Ade Sumarno Airport in Solo, officials said.

The mountain is about 30 kilometers (18 miles) from Yogyakarta city on the **densely** populated island of Java.

About a quarter million people live within a 10-kilometer (6-mile) radius of the volcano.

Merapi’s last major eruption in 2010 killed 347 people.

Indonesia, an **archipelago** of more than 250 million people, sits on the Pacific “Ring of Fire” and is prone to earthquakes and volcanic eruptions. Government **seismologists** monitor more than 120 active volcanoes.

F. Learning Method

- Approach** :Scientific Approach
- Method** :Observation - Practice
- Technique** :Discussion and group work by using Dictogloss technique

G. Media, Tools, and The Source of Learning

- Media** : PowerPoint, video
- Tools** :Laptop, LCD, boardmarker, Speaker, worksheet

The source of Learning :

3. Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3. No. 1.
4. https://www.washingtonpost.com/world/asia_pacific/indonesias-merapi-volcano-ejects-towering-column-of-ash/2018/05/31/c209676c-654d-11e8-81ca-bb14593acaa6_story.html?utm_term=.fdc4fdf07ea4

H. Learning Activities

Activity	Procedure	Time
		Minute
Opening	<ol style="list-style-type: none"> 1. Students give response to the teacher’s greeting. 2. Teacher checks the students’ attendance. 	5 Minutes (PPK : Integrity)

	<ol style="list-style-type: none"> 3. Students prepare physically and mentally for following the learning process. 4. Students are given an ice breaking by using Go Bananas Song 5. Students answer questions given by the teacher related to the material will be learned. 6. Teachershows power point slides for brainstorming. 7. Students know their aim of learning or basic competence must be reached. 	<p>Picture Analysis (Literation)</p>
<p>Main Activity</p>	<p style="text-align: center;">Observing</p> <ol style="list-style-type: none"> 1. Students are divided into several small groups using <i>counting</i> and they will gather with the same number. 2. Teacher shares two papers which consist of materials will be taught for every group. 3. Members of group name their group. 4. Every group will discuss about; <ul style="list-style-type: none"> ✓ The meaning of vocabularies given by the teacher. ✓ Understanding the meaning of each vocabularies by fulfilling the blank space of several questions provided by the teacher. 5. Teacher and students are discussing together. <p style="text-align: center;">Questioning</p> <ol style="list-style-type: none"> 1. Students are given opportunity to ask everything about the learning material. <p style="text-align: center;">Experimenting</p> <ol style="list-style-type: none"> 1. Students make a new group. 2. Teacher asks students to prepare and they will be given a paper. 3. Teacher dictates a news using British accent in normal speed twice. The first, students are asked just for listening carefully. Then the second dictation, students may take some notes such keywords and the important point according to the news in order to help them when 	<p>15 Minutes</p> <p>4 C Collaboration</p> <p>4 C/ Creative</p> <p>4C Communication and critical thinking</p> <p>5 Minutes</p> <p>4C/ Collaboration</p> <p>30 Minutes</p> <p>4C/ critical thinking</p>

	<p>they make reconstruction text.</p> <ol style="list-style-type: none"> 4. Students are instructed to make a reconstruction text using their own words by compiling every notes taken by every students in a group. 5. Then one of the members write the reconstruction text a HVS paper provided by the teacher. 6. Teacher and studens are correcting the text together. <p style="text-align: center;">Associating</p> <ol style="list-style-type: none"> 1. After reconstructing the text, students exchange the text to other group. 2. Then students are asked to analyze and correct the reconstruction of other group related to the idea, content, structure, vocabulary used, and language use through the guidance of the teacher. 3. Every group gets the original version of the text. 4. Then every group is given feedback by other group. <p style="text-align: center;">Communicating</p> <ol style="list-style-type: none"> 1. After analysis and correcting the text, every group edits and revises the text. 	<p style="text-align: center;">20 Minutes</p> <p style="text-align: center;">15 Minutes</p>
Closing	<ol style="list-style-type: none"> 1. Students and teacher give feedback to the learning process and the result. 2. Students write down reflexive journal after leaning process by drawing the emot icon and write comments in the paper provided by the teacher. 3. Students listen to teacher's messages for preparing the next leaning material. Students pray in the end of the meeting. 4. The chief of the class closes the class by praying. 5. Then, teacher closes the class by giving motivation and greeting. 	<p style="text-align: center;">5 Minutes</p> <p style="text-align: center;">4C / Critical thinking</p>

I. Assessment
1. Behavior

- a. Assessment Technique: direct assessment done by the teacher through observing and self assessment (*penilaian pribadi*)
- b. Instrument : Assessment worksheet
- c. Criteria :

No.	Behavior/Score	Instrumens
1.	Giving assessment for students shown by their confidence, cooperation, and respecting each other.	Behavior assessment worksheet

- d. Instruments:
 - Fill the assessment form below according to the students' behavior.
- e. Social confidence assessment column (teacher's observation):

No.	Name	Confidence				Cooperation				Respecting each other			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	A	...	...	...	...	...	...	...	...	...	...	...	...
2.	B	...	...	...	...	...	...	...	...	...	...	...	...
3.	C	...	...	...	...	...	...	...	...	...	...	...	...

Note:

Confidence:

- 1= Invisible (It has not shown the sign of confidence yet).
- 2= Starting (It has already shown the sign of confidence)
- 3= Improving (It has already shown the consistency of confidence).
- 4= Consistent (Being consistant to show thier confidence)

Cooperation:

- 1= Invisible (It has not shown the sign of cooperation yet).
- 2= Starting (It has already shown the sign of cooperation)
- 3= Improving (It has already shown the consistency of cooperation).
- 4= Consistent (Being consistant to show their cooperation)

Respecting each other:

- 1= Invisible (It has not shown the sign of respecting each other).
- 2= Starting (It has already shown the sign of respecting each other)
- 3= Improving (It has already shown the consistency of respecting each other).
- 4= Consistent (Being consistant to show thier respecting each other)

$$NA = \frac{Score}{Maximum\ Score} \times 4$$

The Conversion of Behavior Competence

Predicate	Score Competence	
	Score	Behavior
A	4	SB
A-	3.66	
B+	3.33	B
B	3	
B-	2.66	
C+	2.33	C
C	2	
C-	1.66	
D+	1.33	K

D-	1	
----	---	--

4. Knowledge

a. Assessment Technique : Listening and Written Test

b. Instrument : Listening and Essay

Criteria:

No.	Indicator	Instrument
1.	Students are asked to listen the British audio and the answer the questions provided by the teacher.	Worksheet Listen to the audio and then answer the questions below!

c. Instrument: Students' worksheet

d. Assessment Guideline

- Correct answer = 1
- Incorrect answer = 0

5. Skill

a. Assessment Technique : Written Test

b. Instrument : Differentiating between British and American accent, and understanding the content of the text.

c. Criteria:

No.	Indicator	Instrument
1.	Understanding the text written by using the phonetic symbol (British accent) of every words	Worksheet. Write what you get from the text below which is written by using the phonetic symbol (British accent) of every words!

d. Instrument : (attached)

e. Assessment Guideline

Aspect Assessed	Score	Note
The correctness of filling the blank of sentence	1 0	Correct answer Incorrect answer

Observer
Intermediate Listening Lecturer

Semarang, 05June 2018
The researcher

Nadiyah Ma'mun, M. Pd

(Ilma Amalina)

Vocabulary Building (Preparation Step)

Fill in the blank space by using these following words!

Residents
Volatile
Authorities
Closure
Craters
Spews
Unleash
Densely
Archipelago
Seismologists

1. The governor has to protect the region led by him.
2. The states that people should anticipate if the sudden earthquake comes nearby the village.
3. The momentous bankrupt in this year forces the director to declare the of their business.
4. The current eruption lava.
5. Illegal logging breaks our
6. Taking too long in cooking will many vitamins.
7. Gasoline is a thing and easy to be burned.
8. Indonesia offers many wonderful to be visited.
9. My mom closed the door last night.
10. Bali is the beautiful place usually visited by western

Answer the following questions!

1. What is the title of the news spoken in British accent?
2. How is the condition of mount Merapi after eruption on Friday?
3. **Choose the incorrect information according to the news!**
 - a. Shooting ash plumes as high as 6 kilometers (4 miles) in the sky
 - b. Merapi erupted again in the evening, spewing volcanic ash as high as 2.4 kilometers (1.5 miles)
 - c. The mountain is about 13 kilometers (18 miles) from Yogyakarta city
 - d. Merapi's last major eruption in 2010 killed 250 people.
4. What is the message should be given to the villagers in Yogyakarta city?

Students Worksheet

Dictogloss

A

B

C

Collaboration 1

Collaboration 2

D TEXT RECONSTRUCTION

Design by Jason Renshaw - <http://jasonrenshaw.typepad.com>

For the teacher

1. Vocabulary Building

Target Vocabularies

Residents	: Penduduk
Volatile	: Mudah menguap
Authorities	: Hak untuk bertindak
Closure	: Penutupan
Crater	: Kawah
Spewing	: Memuntahkan
Unleashed	: Melepaskan
Densely	: Dengan rapat
Archipelago	: Nusantara
Seismologists	: Ahli gempa bumi

2. Dictation Text

Indonesia's Merapi volcano ejects towering column of ash

In this Friday, June 1, 2018, **residents** watch as Mount Merapi erupts in Cangkringan, Yogyakarta, Indonesia. The country's most **volatile** volcano shot a towering plume of ash about 6 kilometers (4 miles) high Friday in an eruption **authorities** said lasted two minutes. (Slamet Riyadi, File/Associated Press) 2 by Associated Press June 1

JAKARTA, Indonesia — Indonesia's Mount Merapi erupted twice on Friday, shooting ash plumes as high as 6 kilometers (4 miles) in the sky and forcing the **closure** of two airports.

The National Disaster Mitigation Agency said the volcano's alert status, raised last month from the lowest level, was unchanged and a 3-kilometer (1.8-mile) no-go zone around the **crater** remains in force.

It said the first eruption occurred at 8:20 a.m. and lasted two minutes. Merapi erupted again in the evening, **spewing** volcanic ash as high as 2.4 kilometers (1.5 miles), the local volcanology agency said.

Materials **unleashed** by the first eruption were blown northward, forcing the temporary closure of Ahmad Yani International airport in the Central Java capital of Semarang and Ade Sumarno Airport in Solo, officials said.

The mountain is about 30 kilometers (18 miles) from Yogyakarta city on the **densely** populated island of Java.

About a quarter million people live within a 10-kilometer (6-mile) radius of the volcano.

Merapi's last major eruption in 2010 killed 347 people.

Indonesia, an **archipelago** of more than 250 million people, sits on the Pacific "Ring of Fire" and is prone to earthquakes and volcanic eruptions. Government **seismologists** monitor more than 120 active volcanoes.

The Original Text

Indonesia's Merapi volcano ejects towering column of ash

In this Friday, June 1, 2018, **residents** watch as Mount Merapi erupts in Cangkringan, Yogyakarta, Indonesia. The country's most **volatile** volcano shot a towering plume of ash about 6 kilometers (4 miles) high Friday in an eruption **authorities** said lasted two minutes. (Slamet Riyadi, File/Associated Press) 2

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TEACHING OBSERVATION

Aspects of Planning Competence

Aspect	Indicator	1	2	3	4	5	6	7	8	9	10
1. Formulating objectives and/or indicators	1. Indicators are relevant to basic competence								V		
	2. The number of indicator sufficient								V		
	3. Objectives are relevant to indicators								V		
	4. Objectives are achievable, measurable								V		
	5. Objectives are sufficient								V		
	6. Objectives comprise ABCD components (Audience, Behavior, Condition, Degree)								V		
	7. Objectives use operational verbs								V		
2. Preparing materials	1. Preparing materials for regular learning.								V		
	2. Preparing materials for enrichment								V		
	3. Preparing materials for remedial learning								V		
	4. Materials are appropriate with students' cognitive development								V		
	5. Materials are appropriate with students' emotional development								V		
	6. Materials are sufficient for language exposure								V		
	7. Materials are conceptually correct								V		
	8. Materials are linguistically accurate								V		
	9. Materials are presented in context								V		
	10. Materials integrate values and culture								V		
3. Planning the activities	1. The main activities implement scientific approach, project-based learning, problem-based learning, inquiry/discovery learning, genre-based approach, task-based instruction, etc.								V		
	2. The main activities are graded appropriately								V		
	3. Activities are learner centred								V		
	4. Activities are relevant with the chosen method								V		
	5. Activities are relevant								V		

	3. Teachers explains how the presented material is related to the previous one									V		
	4. Teacher informs the coverage of the materials									V		
	5. Teacher explains the techniques and the stages of learning									V		
	6. Teacher informs the scope of assessment									V		
	7. Teacher informs the technique of assessment									V		
	8. Teacher gets information about the level of students' understanding of the lesson									V		
2. Organizing the activities	1. Activities are systematically implemented and facilitate the achievement of learning goals									V		
	2. Activities are learner centred									V		
	3. Activities facilitate the learning of knowledge									V		
	4. Activities facilitate the learning of skill									V		
	5. The activities develop students' collaboration skill									V		
	6. The activities develop students' critical thinking skill									V		
	7. The activities develop students' creativity									V		
	8. The activities develop students' spiritual attitude									V		
	9. The activities develop students' social attitude									V		
	10. Teacher uses concrete examples and illustration									V		
	11. Teacher models good behaviour									V		
	12. Teacher implements varied kinds of activities and/or interaction patterns									V		
	13. Teacher plays a variety of roles									V		
3. Using media	1. Teacher uses varied kinds of media appropriately									V		
	2. Teacher implemented the media appropriately									V		
	3. The implemented media engage									V		

Appendix 23

The Calculation of t_0

$$\begin{aligned}
 SE_{My} &= \frac{SD_y}{\sqrt{N1-1}} \\
 &= \frac{13.87}{\sqrt{21-1}} \\
 &= \frac{13.87}{\sqrt{20}} \\
 &= \frac{13.87}{4.47} = 3.10
 \end{aligned}$$

Note:
 Y = Pretest
 X = Post Test

$$\begin{aligned}
 SE_{Mx} &= \frac{SD_x}{\sqrt{N2-1}} \\
 &= \frac{14.59}{\sqrt{21-1}} \\
 &= \frac{14.59}{\sqrt{20}} \\
 &= \frac{14.59}{4.47} = 3.27
 \end{aligned}$$

$$\begin{aligned}
 SE_{Mx - My} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} \\
 &= \sqrt{3.27^2 + 3.10^2} \\
 &= \sqrt{10.69 + 9.61} \\
 &= \sqrt{20.3} = 4.50
 \end{aligned}$$

$$\begin{aligned}
 t_0 &= \frac{M_x - M_y}{SE_{Mx - My}} \\
 &= \frac{73.48 - 58.62}{4.50} \\
 &= \frac{14.86}{4.50} = 3.30
 \end{aligned}$$

Appendix 24

T-Test Calculation

One-Sample Kolmogorov-smirnov Test

		Pre-test	Post test
N		21	21
Normal Parameters ^{a,b}	Mean	58.62	73.48
	Std. Deviation	13.873	14.593
Most Extreme Differences	Absolute	.137	.149
	Positive	.137	.090
	Negative	-.127	-.149
Kolmogorov-Smirnov		.628	.682
Asymp. Sig. (2-tailed)		.824	.741

- a. Test Distribution is Normal
- b. Calculated from data

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	58.62	21	13.873	3.027
	Post Test	73.48	21	14.593	3.185

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & post test	21	.240	.295

Paired Samples Test

Paired Differences						t	df	Sig. (2-tailed)
Pair 1 Pre-test – Post test	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the differences				
				Lower	Upper			
	-14.857	17.556	3.831	-22.849	-6.866	-3.878	20	.001

Documentation

1. Pretest and post test



Pic. 1.1 and 1.2: They are listening to the audio played the teacher using British accent taken from BBC News

2. Experimental Class



Pic. 2.1: Ice breaking before starting the experiment by using *Brain Gym*



Pic. 2.2: Explaining the material as the part of preparation (the first procedure of dictogloss technique)



Pic. 2.3: Dictating the text using British accent (the second procedure of dictogloss technique)



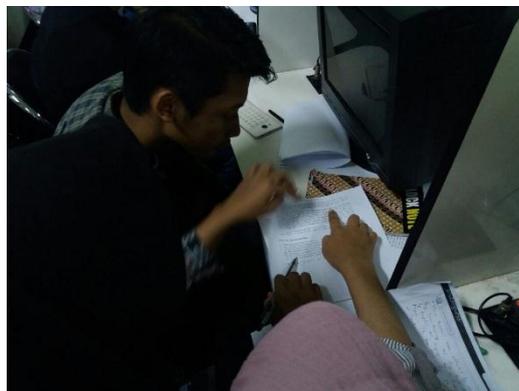
Pic. 2.4: Guiding students



Pic. 2.5: Instructing students to reconstruct the text dictated by the teacher (the third procedure of dictogloss technique)



Pic. 2.6: Students are reconstructing the text in a group



Pic. 2.7: Students are analyzing and correcting the reconstruction text made by other group, and also they give feedback (The last procedure of dictogloss technique)

Appendix 26

Survey Sheet

1. Write as much as possible vocabulary you heard!
2. Answer 5H + 1H according to the audio!
3. What's your opinion about the audio? Which one is easier?

Appendix 27

Transcript Audio 1

Jerusalem

This ancient city lies at the very heart of the Israel-Palestinian conflict, and we've seen many times how just a small change on the ground here can quickly lead to a **flare-up** and to violence. So what happens here really does matter. Jerusalem's got great religious significance of course-its old city has some of the holiest sites for Jews, Muslims and for Christians. But it's got great political significance too.

What does Israel say?

Most Israelis see Jerusalem as their "eternal undivided capital". Not long after the modern state of Israel was created in 1948, the Israeli parliament was set up in the west of the city. But it wasn't until the 1967 war with neighbouring Arab countries, that Israel captured east Jerusalem, including the Old City, and it later **annexed** it in a move that's not recognised internationally. Israeli leaders often vent their frustration that there's not recognition of full Israeli sovereignty over Jerusalem, particularly from international allies.

What about the Palestinians?

Of course, Palestinians see things starkly differently. They want east Jerusalem as their capital. And that's part of the long-standing international formula for peace here, known as the "two-state solution". Basically the idea that independent Palestinian state would be created alongside Israel, along the boundaries that existed before 1967, it's written up in UN resolutions. About a third of Jerusalemites are Palestinians, some come from families that have been here for centuries. And there are lots of ongoing tensions, particularly over the expansion of Jewish **settlements** in the east of the city, they're seen as illegal under international law but Israel disagrees.

What do international peacemakers say?

For decades, the international community has been saying that any change in the status of Jerusalem can only come about as part of a negotiated peace deal. So for now all countries with embassies in Israel keep them in or near Tel Aviv and they just have consulates in Jerusalem. But President Trump is insisting that he does want to move his embassy to Jerusalem. And he's also said he's **persuing** the "ultimate deal" of peace between Israel and the Palestinians-although he's not committed to conventional ways of achieving it. *–So I'm looking at two-state and one-state, and I like the one that both parties like. I'm very happy with the one that both parties like.* – just more evidence that with this US admis that were once seen as off-bounds, off-limits are now up for smallus **consideration**.

Appendix 28

Transcript Audio 2

Transcript VOA News

Friday, July 28th, 2017

From Washington

This is VOA News

I'm Jonathan Smith reporting.

In the United States, the House and Senate have approved a bill imposing new sanctions on Russia, Iran and North Korea. The bill now be sent to President Trump for his signature. Senators overwhelmingly approved the bill Thursday, on a vote of 98-2, a day after the House and Senate agreed on the terms. The house had already passed the bill with a vote of 412-3. Lawmakers had pushed for Russia sanctions in response to Russia's meddling in the 2016 U.S Presidential election. Russian President Vladimir Putin denies the charges and objects to the passage of new sanctions against his country. He has threatened to retaliate, although he has not yet said now. The bill is designed to affect a wide range of Russian industries, hitting the country squarely in the pocketbook. Simmering White House tensions broke into the open Thursday as President Trump's new communications chief Anthony Scaramucci denounced those who leaked damaging and embarrassing information about the administration by beginning a searing, coarsely worded campaign aimed at his internal rivals. Scaramucci denounced White House Chief of Staff Reince Priebus and the President's chief strategist Steve Bannon in a profanity filled interview with *The New Yorker*, which the Weekly magazine published online Thursday. He called Reince a "paranoid schizophrenic of paranoic." He spoke to the Washington correspondent for *The New Yorker*, Ryan Lizza, in a telephone interview. Scaramucci then turned his attention to Bannon, whom he accused of using his position to advance his own reputation. This is news from The Voice of America, in Washington. Israeli police and Palestinian worshippers clashed Thursday outside a revered holy site after Israel removed security measures. Robert Berger reports. Palestinian clashed with Israeli police at the mosque of al-Aqsa in Jerusalem's Old City on the site Jews call the Temple Mount. The violence erupted after Israel removed the last remaining security measures from the site and Palestinians return there after 2-week boycott. Israel set up metal detectors, security cameras and railings at the compound after Arab gunmen killed 2 Israeli policeman there but the move sparked Palestinian riots. Palestinians described the measures as humiliating to Muslims and they accused Israel of trying to seize control of the third holiest place in Islam. They refused to enter the mosque through Israeli security and held tense protests on the streets. Robert Berger for VOA news, Jerusalem. Clashes erupted in Caracas, Venezuela, Thursday between anti-government protesters and security forces. A 48-hour labor strike is under way in the country. The clashes come just days before the election of National Assembly that will rewrite the Constitution. U.S. General Mark Milley, the Chief of Staff of the Army, Says North Korean missile technology may be advancing faster than expected. He spoke Thursday in Washington as North Korea concluded a day of remembrance to mark the anniversary of the signing of an armistice that called for a temporary end to the war in Korea. Milley said North Korea is extremely dangerous and more dangerous as the weeks go by. The top American military official in uniform, Marine General Joseph Dunford, the chairman of the Joint Chiefs of Staff, said Thursday there had been no change yet to Pentagon policy on transgender personnel. His comment to the military came after President Trump's announcement of his plans to ban transgender people appeared to catch senior officers by surprise. General Dunford said the U.S. military would, "treat all of its personnel with respect." And the founder and CEO of Amazon. Com, Jeff Bezos, has overtaken Bill Gates of Microsoft and is now the world's richest man based on Thursday's stock prices from the corporations that make up the bulk of their wealth. Forbes magazine says Bezos is now worth about \$90,500,000,000. Gates is just over 90,000,000,000. That's news at this hour. There's more from around the world, around the clock, at voanews.com. I'm Jonathan Smith reporting from VOA headquarters in Washington. That's the latest world news from VOA.

Appendix 29

The Result of Survey

The observation was conducted in PBI 1 (first semester of English Education Department students) a week ago on Desember 14th 2017 in order to know how deep students' understanding in catching idea of spoken text by using British and American accent and comparing whether both of those accents which one is easier and more difficult. After knowing the result of the observation, the researcher will determine that the Dictogloss technique must be applied in the class to decrease the lack of students' understanding and tackle the problem.

So, they deserve to get special treatment by using Dictogloss technique in order to solve their problem in understanding british spoken text. This conclusion is taken from the last coloum, the more they write

No.	Name	1	all	2	all	Which one is easier 1 or 2?	Match	According to how much words they guessed
1.	Indah Mutia L	9	23	6	21	2	X	X
2.	Yunita W	28	29	4	10	2	X	X
3.	Anjar Widiyanti	15	28	8	16	2	X	X

vocabularies, the more vocabularies they heard. So they tried to guess the vocabularies in the audio. Although they are maybe wrong, but at least they did effort. According to the last coloum also students tend to write as much as possible for the second audio which american accent than the first audio which is british accent.

4.	Indah Darmawati	40	53	11	30	2	X	X
5.	Nafilatun Nafi'ah	63	72	10	47	2	X	X
6.	Meli Ana S	6	12	5	17	-	-	-
7.	Hany Ira K	16	26	9	35	2	X	V
8.	Qowi Millati	16	24	14	38	2	X	V
9.	Ainun H	20	26	5	26	2	X	Same
10.	Rakhma M. B	15	19	3	14	2	X	X
11.	Nuvika Nastiti W	26	35	6	31	2	X	X
12.	Mila Andiliya	14	21	7	19	2	X	X
13.	Nida Aya Sofia	37	37	17	33	1	V	V
14.	Isti'anah A. N	16	18	5	20	2	X	V
15.	Afifatuz Zahroh	35	42	13	35	1	V	V
16.	Lovqian A	24	29	6	17	Both	-	-
17.	Sofi Mislal K	13	17	8	19	2	X	V
18.	Robein H. F	18	27	6	15	1	X	V
19.	Adib K	16	17	7	16	1	X	Same
20.	Eva Lutfi M	21	23	7	27	2	X	V
21.	Sofiatun Nisa A	41	48	28	51	2	X	V
22.	Ela Maryam S	20	25	13	32	2	X	V
23.	Kurniasasi N. Kh							
24.	Ahmad Agung P	32	42	6	28	1	V	V
25.	Rizka Dwi K	12	14	2	13	1	V	V
26.	Nur W. N	14	15	8	22	2	X	V
27.	Rewang F. P	24	36	13	27	2	X	X
28.	Nurul Istiqomah	5	6	4	12	2	X	V
29.	Miftah Ikmal	8	13	9	31	2	X	V
30.	Lilis	11	21	8	18	1	V	V
31.	Qurrotun A	8	10	2	12	2	X	V
32.	Alma Ikhtiara	14	17	6	30	2	X	V
33.	Erva Yunita	20	24	10	27	1	V	V
34.	Asmahan A. R	48	59	22	56	1	V	V
35.	Naila Izzati Z	11	19	7	29	Both	-	-



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-2458/Un.10.3/J4/PP.009/6/2017

Semarang, 19 Juni 2017

Lam : -

Hal : **Penunjukan Pembimbing Skripsi**

Yth:

1. Lulut Widianingrum, M.Pd.
2. Sayyidatul Fadlillah, M.Pd.

Assalamualaikum Wr. Wb

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Ilma Amalina

NIM : 1403046034

Judul : **"Using Dictogloss Technique in EFL Students: Solving Problem in Listening and Understanding British Spoken Text"**

Dan menunjuk saudara Daviq Rizal, M.Pd dan Nadiah Ma'mun, M.Pd. sebagai pembimbing dalam skripsi sebagai syarat kelulusan S 1.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb

A.n. Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris

Dr. Ikhrom, M.Ag

NIP: 19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987
Semarang 50185

Nomor : B.1223/Un.10.3/D.1/TL.00/4/2018 Semarang, 18 April 2018

Lamp : *Outline/Proposal*

Hal : **Mohon Izin Riset**

A.n. : Ilma Amalina

NIM : 1403046023

Yth.

Dosen Pengampu Intermediate Listening

(Nadiyah Ma'mun, M. Pd)

Di UIN Walisongo Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Ilma Amalina

NIM : 1403046023

Judul Skripsi : Using Dictogloss Technique in EFL Students: Solving Problem in Listening and Understanding British Spoken Text.

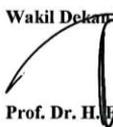
Pembimbing : Daviq Rizal, M. Pd dan Nadiyah Ma'mun, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin pra riset selama 2 minggu, pada tanggal 24 April – 8 Mei 2018.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

An. Dekan,
Wakil Dekan Bidang Akademik


Prof. Dr. H. Batah Syukur, M.Ag
NIP. 19681212 199403 1 003

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (Sebagai laporan)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl Prof Dr Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

SURAT KETERANGAN

Nomor: B-3279

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo menerangkan dengan sesungguhnya, bahwa:

Nama : Ilma Amalina
Tempat dan tanggal lahir : Batang, 13 September 1996
NIM : 1403046023
Progam/ Semester/ Tahun : S1/VIII/2018
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa kalibeluk, Warungaem, Batang

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya. Kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum Wr. Wb.

Semarang, 08 Desember 2017

A.n. Dekan,

Wakil Dekan Bidang

Kemahasiswaan dan Kerjasama





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)

Jalan Walisongo Nomor 3-5 Semarang 50185
telp/fax: (024) 7601292, website: lppm.walisongo.ac.id, email: lp2m@walisongo.ac.id

PIAGAM

Nomor : B-1143/Un.10.0/L/PP.03.06/11/2017

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **ILMA AMALINA**
NIM : **1403046023**
Fakultas : **ILMU TARBİYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-69 Semester Gasal Tahun Akademik 2017/2018 dari tanggal 26 September 2017 sampai tanggal 09 November 2017 di Kabupaten Demak, dengan nilai :

..... **81** (..... **4,0 / A**)

Semarang, 30 November 2017





MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngalyan Telp./Fax. (024) 7614453 Semarang 50185
email : pph@walisongo.ac.id

Certificate

Nomor : B-3292/Un.160/P3/PP.00.9/08/2017

This is to certify that

ILMA AMALINA

Date of Birth: September 13, 1996
Student Reg. Number: 1403046023

the TOEFL Preparation Test

Conducted by

Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On July 11th, 2017
and achieved the following scores:

Listening Comprehension	: 51
Structure and Written Expression	: 53
Reading Comprehension	: 43
TOTAL SCORE	: 490



Semarang, August 11th, 2017

Director,

D. H. Muhammad Saifullah, M.Ag.
NIP. 14700321 199603 1 003

Certificate Number : 120171745

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA

Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة

B-3227/Un.10.0/P3/PP.00.9/07/2017

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

ILMA AMALINA : الطالبة

Batang, 13 September 1996 : تاريخ و محل الميلاد

1403046023 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٨ يوليو ٢٠١٧

بتقدير: مقبول (٣٣٠)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٣١ يوليو ٢٠١٧

مدير،

محمد سيف الله الحاج



رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

ممتاز : ٥٠٠ - ٤٥٠ :

جيد جدا : ٤٤٩ - ٤٠٠ :

جيد : ٣٩٩ - ٣٥٠ :

مقبول : ٣٤٩ - ٣٠٠ :

راسب : ٢٩٩ وأدناها

رقم الشهادة : 220171440



CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Ilma Amalina
2. Place & time of birth : Batang, September 13rd 1996
3. Address : Kalibeluk, Warungasem, Batang
- Phone Number : 085741107558
- Email : linailma1996@gmail.com

B. Educational Background

1. Formal Education:
 - a. 2002-2008 MI Al-Amin Kalibeluk
 - b. 2008-2011 MTs Wahid Hasyim Wasrungasem
 - c. 2011-2014 SMA Negeri 4 Pekalongan
 - d. 2014-Present UIN Walisongo Semarang
2. Nonformal Education
 - a. Madrasah Diniyah Islamiyah Warungasem, Batang

C. Academic Achievement

1. The Third Winner of News Presenter Competition in Pekalongan (2013)
2. The Second Winner of Writing Poem Competition in Pekalongan (2013)
3. The Second Winner of LCC Wawasan Kebangsaan in Pekalongan as the representative of SMAN 4 Pekalongan (2013)
4. The Second Winner of Debate Competition held by Ma'had Al-Jami'ah Walisongo Semarang (2015)
5. The Third Winner of Speech Competition held by Ma'had Al-Jami'ah Walisongo (2015)
6. The Representative of UIN Walisongo in The Semifinal Round of National English Debate Competition in PIONIR VIII in UIN Ar-Raniry Banda Aceh on April 26th until May 1st 2017 held by Kementrian Agama Republik Indonesia (2017)
7. The Representative of UIN Walisongo in The Quarter Final Round of National English Debate Competition in Musabaqoh Tilawatil Qur'an Mahasiswa Nasional (MTQMN) XV in Universitas Brawijaya and Universitas Negeri Malang on July 28th until August 4th 2018 held by RISTEKDIKTI (2018)

Semarang, July 19th 2018

Ilma Amalina
Student Number: 1403046023